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ABSTRACT

This program guide is a supplement to the occupational cluster guides (CE 001 286-295) and contains in detail the background, philosophy, and descriptive information needed for their successful implementation. An introductory section discusses teaching children with special needs, emphasizing ways of matching teaching methods to the particular problem area. Guidelines are presented for organizing, planning, and developing cooperative teaching programs, and a model is described. The roles of vocational and special education in planning are outlined. The culminating point of the planning stage is the development of instructional task modules, which can then be localized to fit the employment needs of a particular area and personalized to fit individual teacher-student situations. Guidelines are offered for monitoring student progress; additional program components and supportive services are outlined for the optimum development of a comprehensive program. Seventy pages consist of a teaching guide for 26 employment task modules comprising a core of skills basic to employment in any occupation. A 20-item bibliography, an instructional materials code, and listings of employment-related and task-related competencies complete the document. (SA)

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CE 001 296

Program Guide

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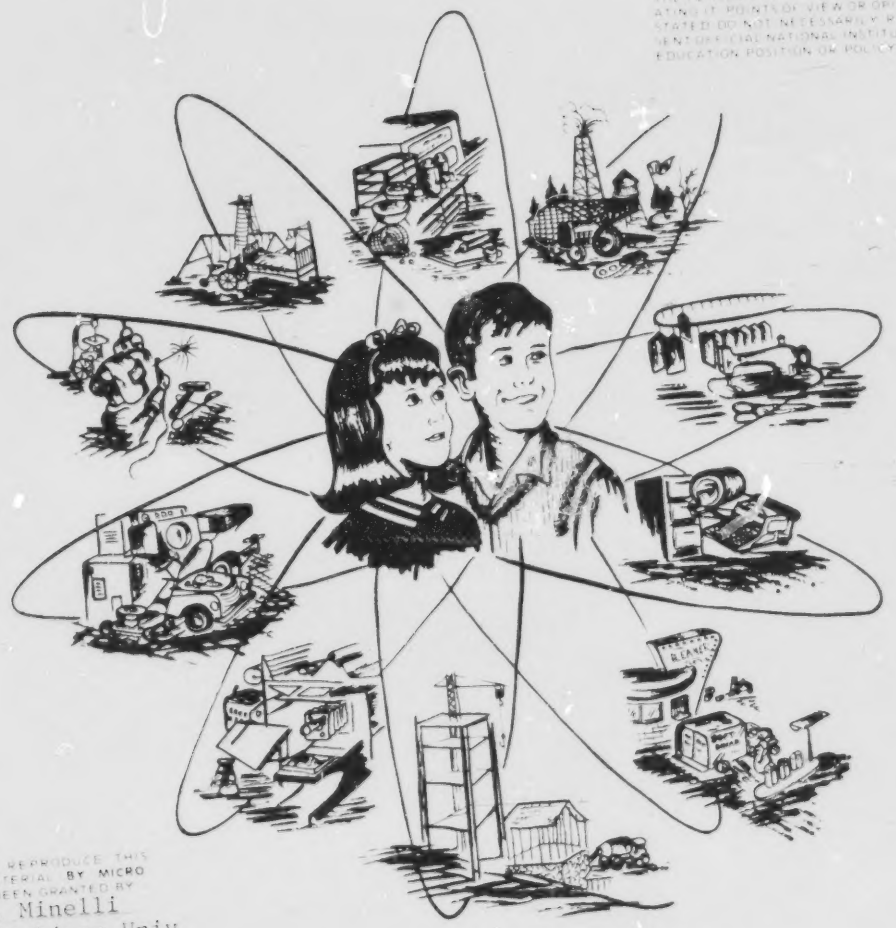

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An Instructional Resource Guide to Enhance Cooperative Vocational Education / Special Education Teaching

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PROGRAM GUIDE

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PREFACE

This Program Guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be reviewed and used jointly by concerned teachers and administrators as they work collectively to serve students with unique educational problems. This guide is a supplement to the Occupational Cluster Guides and contains the background, philosophical and descriptive information needed for successful implementation of the Cluster Guides. It will serve as an aid for the process of developing or adapting a cooperative program of vocational and special education.

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This project was designed to help meet the occupational needs of the handicapped student. Who is this handicapped person? In the broad sense of the word, that student is one who because of a mental, physical and/or psychological condition (impairment) requires an educational program designed to minimize the effect of this impairment.

To qualify for educational funding, school officials have categorically placed students in facilities for those who are: mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically or otherwise health impaired. This sort of educational management too often placed the child in a group where there was little in common but the handicap. For some it created a socio-educational vacuum. Recent legislation, based on educational observation and research, is implementing a whole new concept of placement.

The student with special needs, having been evaluated by the appropriate personnel, and having had an educational program designed for him by the Educational Planning and Placement Committee (EPPC) will then be placed into a regular classroom for as much of his work as possible. It now becomes imperative for the regular classroom teacher to become sensitive to the potentials of students who struggle daily with the frustrating problems imposed upon them by

handicapping conditions. Probably one of the most important things to remember is to make as few allowances as possible but be willing to make adaptations and adjustments so the child can meet normal standards of behavior.

Student performance will be affected by how sensitive and perceptive the teacher is and how willing that teacher is to approach the problem with patience, concern, and more importantly, respect. The teacher will evidence an interest in the student as an individual by:

- Being sensitive to the student's life style
- Utilizing a communication system with the parents, facing needs genuinely and directly
- Adjusting the teaching style to the learning needs of the student
- Relating teaching materials to student's life style
- Correlating what the student learns to the demands of a working society
- Breaking each instructional unit down to its simplest form, sequencing the information to meet socio-student needs
- Stressing the concrete and literal rather than theoretical and abstract
- Being alert to moods and attitudes, providing the student with an opportunity to talk out frustrations and misunderstandings
- Designing the instruction so the student can see some evidence of success, remembering not to underestimate his potential
- Beginning instruction at student level and keeping him motivated, developing his potential at a pace that challenges but does not discourage him

Obviously these characteristics are desirable in any teacher-learner situation, but for the handicapped student who has experienced the frustration of attempting to cope with persistent daily handicapping conditions, this approach to his educational problems may mean the difference between success and failure.

While labels may cause the child to be educationally misplaced, it is just as irrelevant to remove all labels, because the nature of some specific handicapping conditions require certain methodological adjustments.

The teacher must take a close look at the program developed for each individual by the EPPC. This committee, working closely with those who know the child best, will make pertinent suggestions for each child based upon the child's past performance and evaluations.

General instructional suggestions will be directed toward each area of handicap discussed in this Program Guide. The suggestions are general in nature and many good teachers may already be using the methods. It is our hope that these suggestions will add still another dimension to a good teaching procedure.

Mentally Impaired

Let us direct our attention first of all to the mentally impaired, more specifically the educable mentally impaired. The student should evidence the following behavioral characteristics or his placement should be reviewed:[1]

- Development at a rate approximately 2 to 3 standard deviations below the mean as determined through intellectual assessments.
- Scores approximately within the lowest 5 percentiles on a standardized test in reading and arithmetic.
- Lack of development primarily in the cognitive domain.
- Unsatisfactory academic performance not found to be based on his social, economic, and cultural background.

It is important to recognize that the mentally impaired student has the same needs as all children:

- To be loved and reassured
- To receive training in independence and responsibility
- To be disciplined and encouraged
- To be exposed to a variety of people, places, experiences, and things
- To be supported and understood by parents, teachers, and community
- To have the opportunity to succeed and a right to make their own mistakes in everyday living situations

[1]Michigan Mandatory Special Education, P.A. 198 (Effective: October 10, 1973) Special Education Code, Special Education Program and Services, pp. 3.

One of the first adjustments the teacher in the regular classroom should consider is the use of the printed page. Since one of the criteria for special student placement is reading within the lowest 6 percentiles, it reasons that the student will not benefit by a textbook assignment but will learn best with hands-on experiences. For instance a student might choose residential construction as his area of vocational study. Let us suppose he is learning to be a carpenter's helper and one hands-on experience is to help a finish carpenter install factory built cabinets (CON-CT24). In the process of leveling the cabinet, it is highly possible that shims and blocks will need to be used. When this is true, a tool called a wood chisel will be needed. This tool looks similar to a screw driver which also has an essential but entirely different use. After observing and working with these tools, the student will have a more accurate mental picture when the tool is identified by name. This makes it easier for the cooperating teacher to work with the "Language of the Task." When the printed word is pointed out and the name of the tool is spoken, the student has a mental image of that tool. Then if the student is given a supply catalogue, and he sees both the word and the picture, which incidently matches his visual image, the confirmation of what he already knows may encourage him to use the printed word in identifying tools of the trade. If comprehension precedes performance, retention is more assured.

The EPPC will recommend a program geared to that student's needs and should not include all that is expected of a regular student. However, this is not to be interpreted to mean that less proficiency is acceptable on the items he is to learn. It means he will take shorter educational"steps"and it will take longer for him to arrive at a projected goal. When he does reach the goal, he should be able to compete with the regular student. In pacing the instruction to the learning rate of the student, the cooperating teacher will find it will "spice-up" the learning environment if a variety of teaching approaches are used in teaching a single concept. Making a game of words, learning math by keeping game scores, color-coding anything that can reasonably be color-coded, using tape recorders and movies are a few suggested activities. The fact is, a successful teacher will make multiple use of situations, methods, and medias.

Although no reference has been made to the trainable mentally impaired, this approach to occupational planning should be appropriate for many who are identified under this classification. It is hoped that as educators plan to meet the vocational needs of these students, emphasis will be placed on the cooperative efforts of all teachers.

Emotionally Impaired

When considering the emotionally impaired, it is reasonable to expect the extreme cases not to be in the vocational program; however, when feasible, occupational training may be the best therapy the emotionally impaired student can experience. The activity of creating a visible object that serves a real purpose may provide the reward and satisfaction the student needs to realize his own self worth. It is important, therefore, that the classroom teacher have some understanding of the behavioral characteristics of the emotionally impaired. The State Department points to the following behavioral patterns:[2]

- Disruptive to the learning process of other students or himself in the regular classroom over an extended period of time
- Extreme withdrawal from social interaction in the school environment over an extended period of time
- Manifestation of symptoms characterized by diagnostic labels such as psychosis, schizophrenia, and autism
- Disruptive behavior which has resulted in placement in a juvenile detention facility

[2]Ibid, pg. 3.

It is important for the teacher to realize that behavioral characteristics of emotionally impaired students cannot be generalized, and since their symptoms follow no logical pattern, teachers must individualize their teaching techniques. The vocational education structure allows for many alternatives and by using a little imagination, the teacher can plan the learning environment so the student can work alone or be eased into a group activity depending on his emotional need. The normalness of the interaction and cooperation helps this student accept himself as a constructive segment of society.

The EPPC will have concerned itself with each student, so if the student is in the classroom there will be an educational plan designed for that child. However, it is the teacher's responsibility to translate these plans and findings into classroom and job oriented action. The EPPC plan should indicate some interest areas and strengths upon which the teacher can build. There may also be some suggested behavioral management techniques that the vocational teacher can convert into real life activities. The immediate feedback of success or failure from these activities offer an effective reward system. There is no agreement among educators or psychiatrists that special teaching techniques will be predictably productive. It

leaves the teacher with the obligation to select that method which proves effective in view of the total situation. The teacher will make adaptations in view of each day's activities.

Some of these techniques are mentioned elsewhere in this guide, but that makes it none the less effective for the emotionally impaired. It would be helpful for the teacher to:

- Know something to the life style of the student
- React positively to some instances in the child's past
- Establish good rapport with the students and his parents
- Be alert to emotional changes and the environment that precipitated the change
- Plan an activity in which a student can realize success and/or contribute constructively to meeting a peer, group, and/or community need
- Listen to the student's needs as he perceives them
- Give the student a chance to make some choices
- Demonstrate a procedure, then let the student do it. Allow him to make a mistake then convert that mistake into a learning experience.

The listed teaching procedures are good points for a classroom teacher to consider under any situation, but for an emotionally impaired student, the teacher sensitive to these needs may make the difference between success and failure.

Visually Impaired

Because visually impaired students will range educationally from a severely mentally impaired individual to one who is gifted, it reasons that they have only their placement definition in common. It again becomes evident that the student's success rests with the teacher's ability to adapt teaching procedures to student's needs. That student will have a visual impairment which interferes with learning and have one or more of the following behavioral characteristics:[3]

- A central visual acuity of 20/70 or less, in the better eye after correction
- A peripheral field of vision restricted to no greater than 20 degrees

The first sources of help for the teacher will be the educational program prepared by the EPPC. The individual's unique characteristics will receive consideration in preparing this program. However, one must not look at the EPPC plan as a "recipe", because there is no "recipe" for working with any child including the visually impaired. Following are some points, however, to consider when working with anyone even suspected of having sight problems.

[3]Ibid, pg. 4.

- Make sure the student is familiar with the physical set-up of the classroom.
- Explain classroom procedure, i.e. raising hand to get attention, the use of bell signals.
- Provide many tactile and hearing experiences. This helps him develop judgment of size, shape, and depth.
- Build with positive enthusiasm on the student's past knowledges and experiences.
- Provide many opportunities for success as well as experiencing normal failures.
- Utilize every opportunity for practice on everyday living skills.(When given a snow shovel after a winter's storm, one blind high school student asked, "Do you push it or pull it?")
- Speak slowly and distinctly, facing the class. It is always a good idea to repeat aloud what is written on the board.
- Speak to the student by name when calling on him.
- Explain words with multiple meaning.
- Compile a list of resource people in the school and community who will assist with translating printed material into braille or large print.
- Help the visually impaired student interpret the meaning of the environmental sounds of the classroom and community.

Most of the techniques a teacher needs to employ for the visually impaired students will be a desirable technique for all students. A visually impaired student in the classroom may very possibly improve the learning environment for all students.

Encourage the visually impaired student to be as independent as possible. A voluntary buddy system, when he first enters the program, may help the visually impaired move about independently and will give each a feeling of self-sufficiency. Safety is of special concern and care should be taken to keep doors fully open or completely closed and passageways clear. When equipment and furniture is changed, bring it to the attention of the students. Anticipate the need and safe movement will result.

Hearing Impaired

Today's successes and failures reflect people's ability to communicate!

Speech is one of the most important medias of communication, and speech is a learned skill dependent upon hearing. It follows, to be deprived of that medium of learning makes having a hearing impairment one of the most severe handicaps a person may have to endure.

Here again, there is a wide range of educational potential, so the common denominator of the hearing impaired is the definition for the need of placement.[4]

- A person identified by an educational planning and placement committee, based upon an evaluation by an audiologist and otolaryngologist, and other pertinent information as having a hearing impairment which interferes with learning

[4]Ibid. pg. 4.

This definition is and needs to be broad, because it not only encompasses persons with varying types and degrees of auditory deficits, but these deficits may develop or change at any time. The age at the onset of impairment is very important to the relative educational needs of the student. It becomes apparent, then, that hearing impairment has so many variables that to describe an educational approach to all hearing impaired students would not be feasible. However, to narrow the gap between the hearing and the hearing impaired, the following suggestions may be helpful:

- Recognize each student as having his own unique needs and abilities
- Respect this individuality
- Concentrate on that student's abilities.
- Be realistic about his capabilities, build on his previous knowledge and experience, all the time helping and encouraging him to utilize these to the fullest.
- Teach in small, appropriate pieces, allowing time for repeating.
- Provide many tactile and visual experiences.
- Demonstrate for the pupil and allow an opportunity for the student to repeat the demonstration.
- Speak distinctly and slowly, use simple sentences.
- Use good mouth formation words, and look directly at lip-reading students. (i.e. in typing class, use the word,"mistake," rather than "error." "Error" doesn't require enough lip involvement.)

- Be aware of the possibility that a lip-reading student may interpret only key words, resulting in misinterpretation of meaning.
- Be conscious of presenting a correct concept when using words with multiple meaning. (i.e. "traffic light" and "light traffic" may be synonomous.)
- Work with a profoundly deaf student to mutually develop some meaningful hand signs.
- Use plenty of pictures with simple captions.
- Pantomine to clarify a point.
- Provide opportunity for student to make some choices so that student can have an opportunity for growth in decision-making, for improvement in making judgments and the resulting growth in social living skills in everyday living.
- Make the student feel like a member of the class who has something to contribute.
- Make use of volunteers within the school and community who have the ability to sign.
- Be aware of the possibility that a "hearing aid" may need adjusting or a new battery.

One could summarize by saying that the more one can empathize with the deaf the easier it would be to help them become the contributing individuals that society needs. It is unfortunate that as severe a handicap as their impairment is, it is possible that their worst handicap has been the attitude of the general public and employers. This attitude has, in the past, led to much frustration and wasted human resources. It is very encouraging to see the general public, employers, and educators take a new look and attempt a solution to this wasted human resource. Now that the direction

has changed, every effort should be made to simplify communications between the disciplines, because only combined efforts can succeed in meeting the needs of the hearing impaired.

Physically or Otherwise Health Impaired

The problems of the physically or otherwise health impaired will not be discussed in any detail, because the educational problems as observed by the project staff were largely those of architectural and equipment adjustment.

The physically or otherwise health impaired are considered eligible for programs by an Educational Planning and Placement Committee (EPPC) when that committee verifies the existence of an impairment based upon the reports of licensed medical examiners.

Again every attempt is made to keep that student in the mainstream of education. So the first adjustment to consider is that of architectural adaptations, equipment adjustment and physical prostheses.

With the emphasis on "architectural readiness" in building codes, it is probable that new needs will be identified. Once these students are able to get into the main stream more comfortably, it is hoped that educators will be ready to accept the challenge and make the necessary adaptations and adjustments.

Summary

It may have been evident to those of you who are aware of the fundamental principles of instruction, that most of the techniques suggested would naturally fall under the headings of one of the basic areas. Although there is some controversy concerning these fundamental principles, the following as defined by Smith in Clincial Teaching, McGraw-Hill, 1968, would be acceptable by most educators and psychologists.

- Readiness for learning
- Motivation to learn
- Immediate knowledge of results and reinforcement of success
- Exercise
- Distributed practice
- Active participation
- Overlearning
- Stressing accuracy
- Reducing proactive and retroactive inhibitions
- Minimal change
- Using the child's strength

A careful look at the techniques as suggested in the Program Guide would reinforce the choice of the above identified areas as the "do's" of instruction.

Finally, it might be well to consider a few "don'ts":

- Don't seek a recipe for solving the problems of an identified impairment. No case is pure, each student has a unique combination of handicaps and abilities, influenced by an environment that differs from all other persons.
- Don't get in a rut. The plan that is so successful in one case may not succeed with another. Check the plan; do not check off the student.
- Don't stay on one technique too long. The best of teaching techniques become boring if it isn't "spiced" with some new and innovative approaches to the problem.

Perhaps the best approach is to know yourself and your own desire to teach. Then, based upon their own potential and desire, seek to understand and learn about the challenges of the student and the society in which he moves. Don't let fear of failure be disheartening, because success is based upon enthusiastic determination.

Introduction

This section is intended to briefly describe a system for organizing cooperative teaching materials. The organization described here is utilized in each of the ten Occupational Cluster Guides. It is presented and described here in order that teachers and administrators will more completely understand the components of the system, and, therefore, be more efficient in their attempts to use it. The figure on the following page illustrates the basic organization and provides an example (in italics) of each component of the organization.

Cluster

The basis of the organization is the occupational cluster. An occupational cluster is a group of occupations which are closely related in terms of occupational skills. This cluster of occupations forms the basis for the vocational education portion of the program. Dependent upon the assessed manpower needs of the community or region which the program attempts to serve, a series of different clusters are identified.

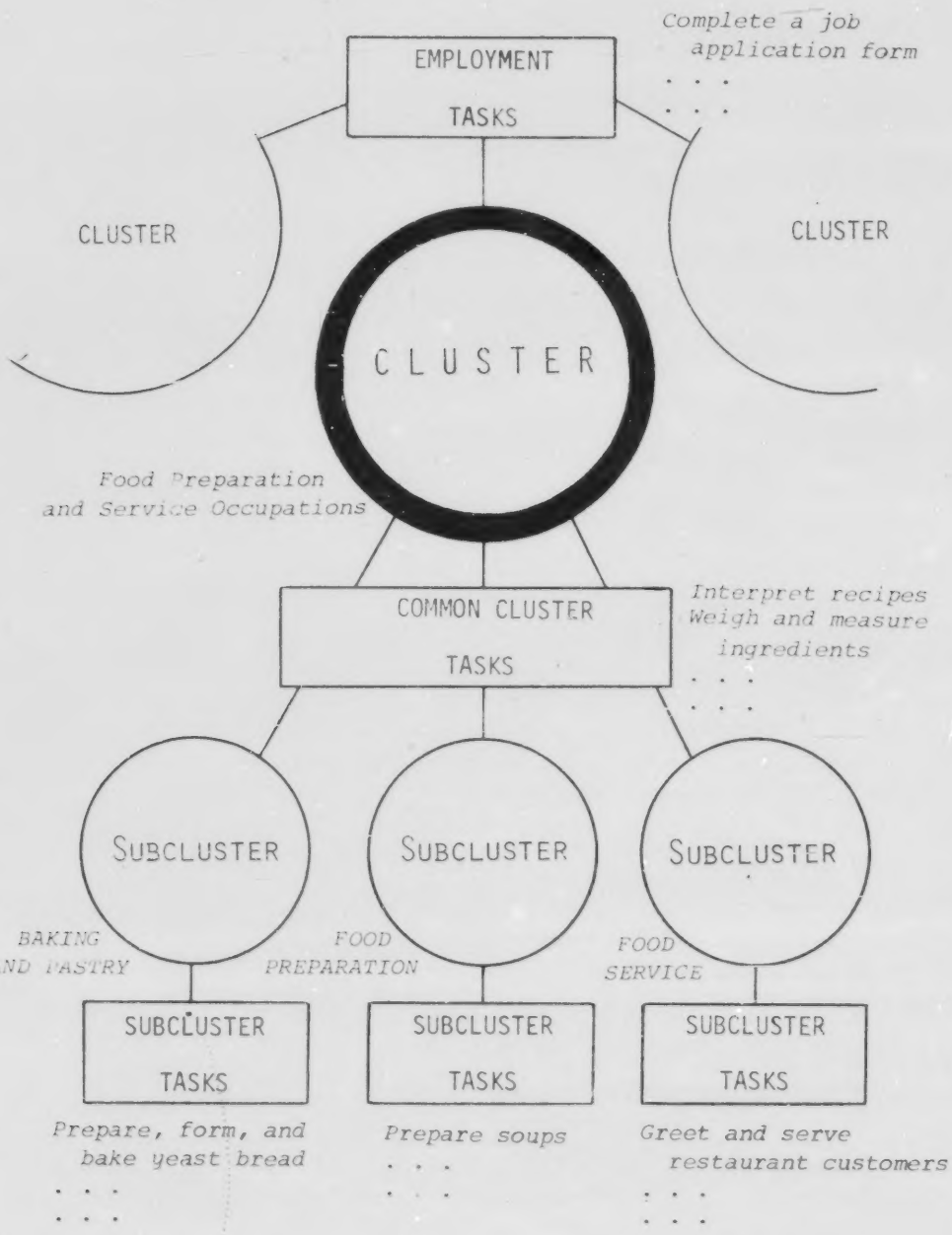
Subclusters

Within each cluster several subclusters are identified. Subclusters represent the specific vocational education programs within each cluster. For example, within the Automotive and Power Service Cluster the subclusters would include: Auto Mechanics, Auto Body Repair, Small Engine Repair, Appliance Repair and Heating/Air Conditioning.

Within the cluster and subclusters there are three distinct types of cooperative teaching modules. These different types of modules cover the teaching of tasks which are: (1) general to all areas of employment (referred to as employment tasks), (2) common to the subclusters within the cluster (common cluster tasks), and (3) specific to the entry level skills within each subcluster (subcluster tasks).

Employment Tasks

The Employment Tasks, which are included in Part II of this document, outline those tasks or competencies generally needed for employment in any occupation. Completing a job application form, preparing a personal data sheet, developing communication skills and using the telephone are examples of some of the different employment tasks.


EMPLOYMENT TASKS
Complete a job application form
. . .
. . .
CLUSTER
CLUSTER
CLUSTER
Food Preparation and Service Occupations
COMMON CLUSTER TASKS
Interpret recipes
Weigh and measure ingredients
. . .
. . .
SUBCLUSTER
SUBCLUSTER
SUBCLUSTER
BAKING AND PASTRY
FOOD PREPARATION
FOOD SERVICE
SUBCLUSTER TASKS
SUBCLUSTER TASKS
SUBCLUSTER TASKS
Prepare, form, and bake yeast bread
. . .
. . .
Prepare soups
. . .
. . .
Greet and serve restaurant customers
. . .
. . .

Common Cluster Tasks

The Common Cluster Tasks and Subcluster Tasks are included in each of the Cluster Guide publications. The Common Cluster task modules identify and outline those job tasks which are common to a cluster of occupations. For instance, preparing service orders is a common cluster task for the Automotive and Power Service Cluster. The preparation of service orders is an entry level job task needed for employment in the subclusters of Auto Mechanics, Auto Body Repair, and Small Engine Repair.

The Common Cluster tasks permit the student to explore different subcluster areas within the cluster, while still developing entry level skills which will be useful regardless of his eventual occupational selection within the cluster.

Subcluster Tasks

Finally, the subcluster task modules identify and outline the specific job tasks needed for entry-level employment within the specific subcluster. Examples of subcluster tasks in the Auto Body Repair subcluster include: Preparing fenders for refinishing, Bumping a rolled dent, Performing lacquer refinishing, etc.

This organization of clusters, subclusters, and task modules has been utilized and extensively field tested by pairs of vocational and special education teachers. It has been found to be an effective and efficient vehicle for achieving the goal of cooperative teaching.

Introduction

The purpose of this section is to provide an overall description of the activities which should be undertaken in planning and developing a program for cooperative vocational-special education teaching. First, it should be noted that this section outlines all of the activities which were undertaken to develop the occupational Cluster Guides. Similar activities need to be completed by teachers and/or administrators if they are interested in the initial development of a total program. If, however, teachers and/or administrators are primarily interested in adapting the Cluster Guides to their present program, the sections on Localizing and Personalizing the Cluster Guides should first be reviewed. These sections are located on pages 57 and 61 of this Program Guide.

While describing the planning and development process, this section will also outline some of the philosophical elements of cooperative teaching.

Following the rationale statement, a planning and development model will be presented and reviewed. The following subsections will then describe each of the activities of the model.

A Rationale for Program Planning and Development

Cooperative planning and development are obvious prerequisites for working together and sharing the instructional responsibilities. A genuine commitment to the philosophy of cooperation is initially developed by sharing the responsibilities for planning and developing the program.

As with all new educational programs, several activities need to be systematically organized before the program can be implemented. Some of the basic planning and development activities for a cooperative vocational-special education program include: (1) identifying relevant occupational tasks, (2) establishing advisory groups, (3) organizing instructional content, (4) identifying students for the program, (5) assessing the needs and interests of students, and (6) identifying available instructional materials.

Introduction

The following page contains the Program Planning and Development Model. As was mentioned earlier, the activities outlined in this model represent those activities which were completed in preparing the occupational Cluster Guides. These activities also represent those concerns which any school should consider if they intend to develop a cooperative vocational-special education program.

The activities suggested in this model outline the primary concerns in planning and developing a program of cooperative teaching. Each activity generates an essential supportive component of the program. The final product of the developmental activities is a series of cluster-based modules which are used by teachers in implementing cooperative teaching strategies.

The activities contained in the model identify the necessary elements of program development. They do not necessarily have to be conducted in the sequence shown here. This model is intended simply to identify the basic tasks of development and suggest one procedure for planning and developing a cooperative program.

The following sections will review and discuss each of the activities identified in the model.

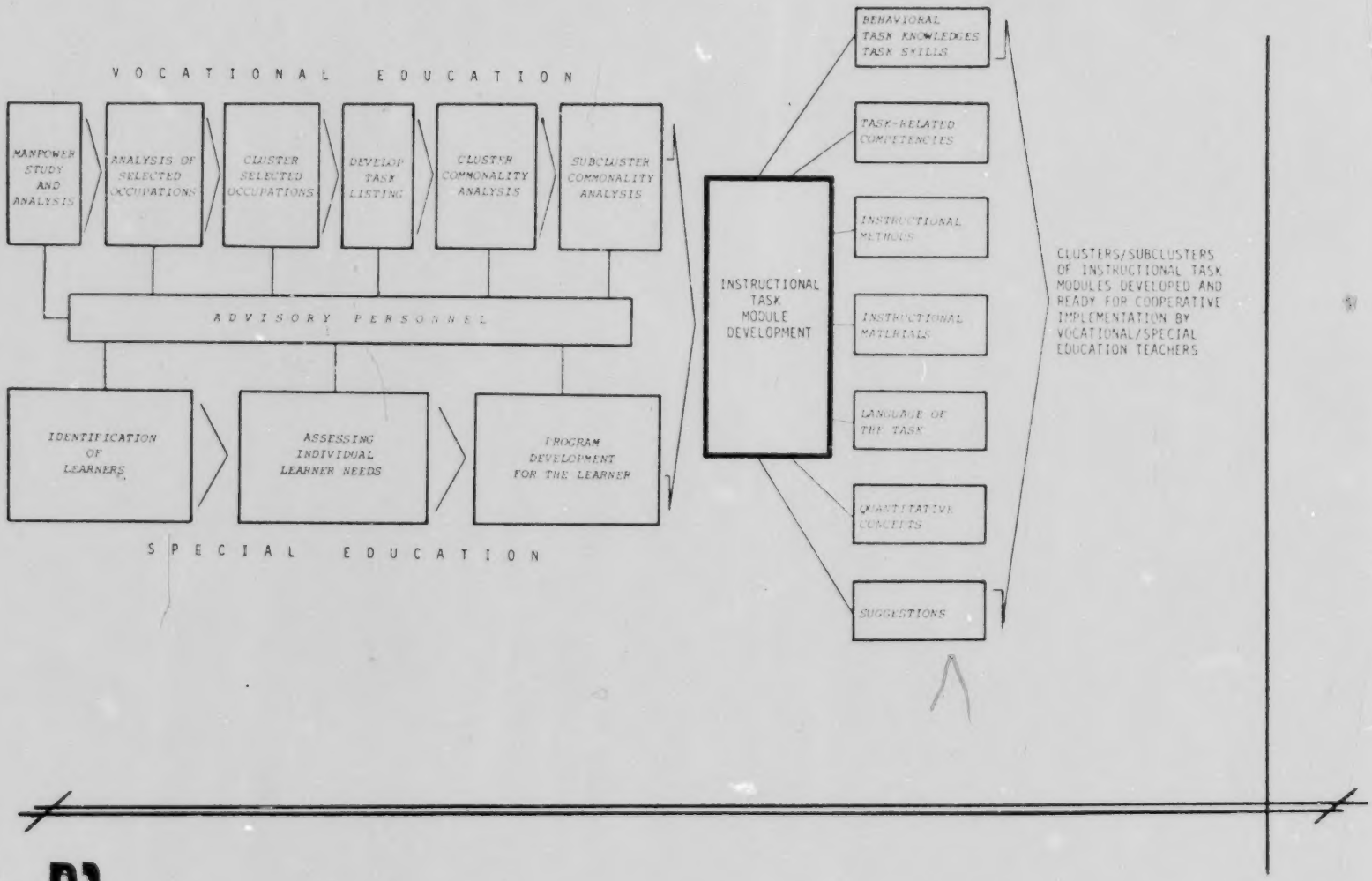
Advisory Personnel

In order to plan and develop an effective program, the involvement of several persons is needed. Teachers, parents, employers, administrators, and other appropriate supportive personnel or agencies may be involved in this effort.

As the model illustrates, advisory personnel should have input in all phases of the planning and development. Obviously, different persons will need to be involved in specific phases of this total process. Dependent upon the local situation, the prescribed geographic area and the learner's needs, the program developers may wish to consider the participation of some or all of the following personnel:

- Tradesmen/practitioners from business and industry
- Citizen representatives
- Parents
- Labor market analysts
- Industrial/business personnel representatives
- School personnel
  - Program administrators
  - Building administrators
  - Counselors
  - Teacher-Consultants
  - Coordinators
  - Diagnostic personnel
- Students
- Vocational Rehabilitation Service representatives

PROGRAM PLANNING AND DEVELOPMENT MODEL



Introduction

In this section, the activities of program planning and development focus upon the role of vocational education. Six major activities are completed here which lead to the identification of relevant occupations to be covered by the program, and the organization of these occupations and their skills into effective teaching modules.

Manpower Review and Analysis

This initial activity is needed to identify those occupations which comprise the local or regional labor market. Since one of the major goals of vocational education is to meet the manpower needs of society, programs of vocational education must prepare individuals with those occupational skills which are needed by society on a local or regional basis. In order to prepare individuals with saleable skills, data must be collected which outline the present and projected manpower needs for the geographical region or locality.

Several different types of data may be collected which can be used in making these occupational program selections. Useful data which may be included in a local or regional manpower study might include:

- Projected growth in school enrollments for vocational education
- Growth of a particular occupation or industry in a region

- Total employment of a particular occupation or industry in a region
- Percent of total labor force accounted for by a particular occupation or industry within the region
- Projected occupational replacement demand for a particular occupation or industry within the region
- Source and type of occupational training in area
  - private training schools
  - major private industry
  - local MESC office
  - inventory of public vocational programs
- Size of the regional labor force
- Occupation or industry employment within the region as a percent of the State labor force
- Growth trends of the regional labor force
- Rate of regional unemployment
- Proximity of the region to a Job Center
- Commuting patterns of regional residents

This data and other related manpower information is generally available from a variety of different resources. In Michigan the sources which may be tapped for this information include:

- Michigan Employment Security Commission
- Michigan Department of Labor
- Michigan Department of Education
  - The current State Plan for Vocational Education
  - Vocational Education Local Manpower Planning Handbook
- "Michigan Manpower Study," November, 1966, MESC publication
- "Michigan Manpower Monthly," MESC publication

Some of the necessary data may also be collected by conducting a regional labor demand survey. A simple procedure for this is outlined in the Vocational Education Local Manpower Planning Handbook which is available from the Michigan Department of Education.

For those groups interested in including a review of national employment trends, two publications should be studied. The Occupational Outlook Handbook (published biennially by the U.S. Department of Labor, Bureau of Labor Statistics) and the "Occupational Outlook Quarterly" (published quarterly by the U.S. Department of Labor) are publications which provide a comprehensive and current overview of national manpower needs.

Vocational and special education teachers can and should have a meaningful role in the collecting of manpower data. This process provides individuals who are involved a deeper understanding of the manpower needs in their geographical region. It tends to develop a commitment to realistically molding the educational experiences of their students in light of the occupational opportunities within their immediate labor market.

Analysis of Selected Occupations

This activity is basically an analysis or interpretation of the data collected from the regional manpower study. The selection of an occupation(s) for analysis is the initial phase of program development. Once the authorized planning group or committee selects those occupations to be included in the program(s), a basic analysis of those occupations is undertaken. The process of job or task analysis fulfills two major purposes. One, it provides the program developers (vocational and special education teachers) with a comprehensive description of each of the selected occupations. Secondly, this detailed information assists the program developers in developing a cluster/subcluster organization for the program.

The basic job or task analysis should be completed at this time. Through the task/job analysis process a comprehensive job description is developed for each occupation. This job description should contain the following information:

- Description of the general duties performed in the occupation
- Description of the typical places of employment
- Detailed list of the job tasks performed

Data for preparing a job description may be obtained by:

- Interviewing the person who performs the actual job (use a prepared survey form)
- Observing his/her actual occupational performances and detailing his/her job activities
- Obtaining and reviewing management-prepared job descriptions

Dependent upon the situation, certain of these data collection techniques may be more useful than others. The ideal situation would be situations where more than one technique could be applied. In these instances more complete and accurate descriptions can be readily developed.

Cluster Selected Occupations

Once sufficient information is gathered which describes the basic vocational skills and information to be taught, an organization for teaching it can be developed. Over a two-year period, the Vocational Education/Special Education Project effectively demonstrated the use of the cluster/subcluster organization for program development and implementation. This organization of defining broad-based occupational clusters and specific vocational program subclusters has been extensively tested by teachers with special needs students and found to be effective.

Perhaps a series of examples is the best way to illustrate the cluster/subcluster organizational concept. A cluster represents a group or family of occupations which require similar skills such as the cluster of Automotive and Power Service occupations. This cluster of occupations is divisible into a series of subclusters such as: auto mechanics, auto body repair, small engine repair, heating/air conditioning, and appliance repair. These subclusters represent different vocational education programs commonly found in public schools.

The cluster concept provides several advantages for program design. First of all, it erases the perception that vocational education programs train students for specific occupations, such as auto mechanics. Secondly, the organization provides the students with an overview of a wide array of occupational opportunities as they exist in an arrangement of clusters and subclusters. Lastly, the cluster/subcluster organization affords the student the opportunity to explore and develop skills within a cluster or subcluster without having to select a specific occupation for study. This aspect of the cluster/subcluster program design will be discussed in greater detail later.

The primary purpose in clusterizing the identified occupations is to provide an organization for teaching occupational skills which is educationally sound and which also presents an accurate picture of the major field of work in the labor market.

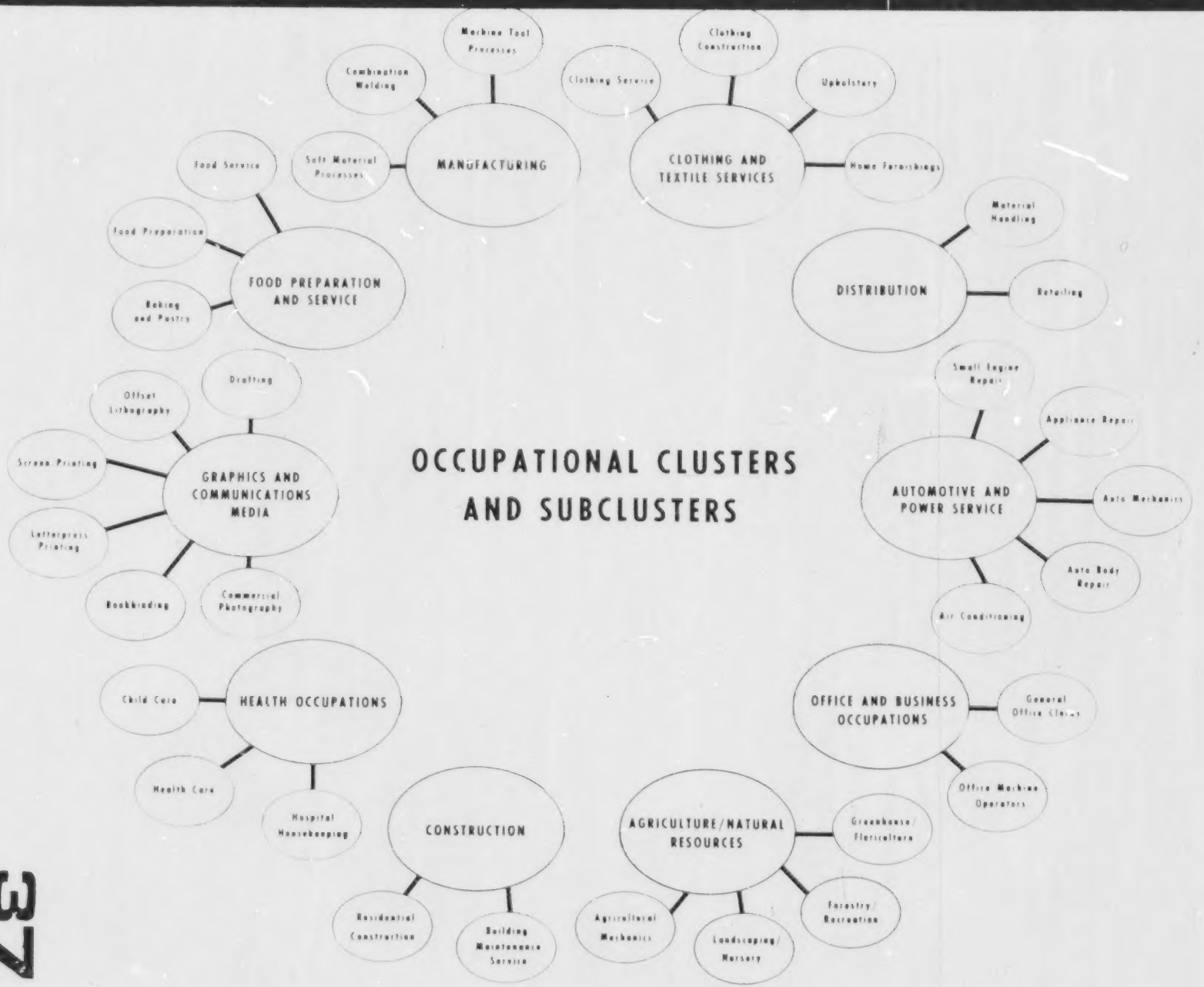
The following page illustrates the cluster/subcluster organization developed by the Project.

Develop Task Listing

This activity begins the program development process for each cluster, and is prerequisite for the next two activities of cluster commonality analysis and subcluster commonality analysis. This activity involves the development of a singular list of all job tasks for each cluster. The development of this task list will identify those job tasks which are common to the various occupations within the cluster.

The previously-prepared job descriptions provide an excellent source for the task lists for each occupation. Pulling these task lists together for the cluster is the major activity in this phase of development.

It should be noted here that the job task statements should be consistent in their specificity. Unless the task statements are reasonably consistent, it will be difficult to compare and analyze the relationship of one task to another.


OCCUPATIONAL CLUSTERS AND SUBCLUSTERS
MANUFACTURING
Machine Tool Processes
Combination Welding
Soft Material Processes
CLOTHING AND TEXTILE SERVICES
Clothing Construction
Clothing Service
Upholstery
Home Furnishings
DISTRIBUTION
Material Handling
Retailing
AUTOMOTIVE AND POWER SERVICE
Small Engine Repair
Appliance Repair
Auto Mechanics
Auto Body Repair
Air Conditioning
OFFICE AND BUSINESS OCCUPATIONS
General Office Clerks
Office Machine Operators
AGRICULTURE/NATURAL RESOURCES
Greenhouse/ Floriculture
Forestry/ Recreation
Landscaping/ Nursery
Agricultural Mechanics
CONSTRUCTION
Residential Construction
Building Maintenance Service
HEALTH OCCUPATIONS
Child Care
Health Care
Hospital Housekeeping
GRAPHICS AND COMMUNICATIONS MEDIA
Drafting
Offset Lithography
Screen Printing
Letterpress Printing
Bookbinding
Commercial Photography
FOOD PREPARATION AND SERVICE
Food Service
Food Preparation
Baking and Pastry

Cluster Commonality Analysis

The Cluster Commonality Analysis is designed to identify those tasks which are common to the occupations in different subclusters. This analysis format, which was adapted from the Oregon Way Project, is illustrated on the following page.

As stated earlier, one of the important advantages of the cluster organization is that occupational tasks are identified on the basis of a cluster and not a specific job. This analysis permits the program developers to identify an array of occupational tasks which will be essential for employment in the different areas of the cluster.

CLUSTER COMMONALITY ANALYSIS

AUTOMOTIVE AND POWER SERVICE CLUSTER

COMMON CLUSTER TASKS (CT)

INSTRUCTIONAL TASKS		SUBCLUSTERS (APS)				
		AUTO BODY	AUTO MECHANICS	SMALL ENGINE REPAIR	AIR CONDITIONING	APPLIANCE REPAIR
CT01	Prepare service orders	x	x	x	x	x
CT02	Order replacement parts	x	x	x	x	x
CT03	Use mechanic's hand tools	x	x	x	x	x
CT04	Use power and special tools	x	x	x	x	x
CT05	Perform soldering	x	x	x	x	x
CT06	Inspect and measure worn or defective parts	x	x	x	x	x
CT07	Use a screw extractor	o	o	x	x	x
CT08	Cut external threads	o	o	x	x	x
CT09	Cut internal threads	o	o	x	x	x
CT10	Operate and maintain pneumatic/hydraulic equipment	x	x	o	o	
CT11	Adjust and use a torque wrench	x	x	x	o	
CT12	Service batteries	x	x	x		
CT13	Measure with a micrometer	o	x	x		
CT14	Perform arc welding operations	x	o			
CT15	Operate a gas welding and cutting unit	x	x			

x - essential
o - desirable

Subcluster Commonality Analysis

This analysis verifies which occupational tasks are common to the different occupations within the subcluster. It is considered a secondary analysis to the cluster commonality analysis. A sample subcluster commonality analysis for the "Auto Body" subcluster is illustrated on the following page.

At the subcluster level, this analysis has a purpose similar to that of the cluster commonality analysis. The organizational curriculum data presented here verifies that the student is developing skills in a series of different tasks which apply to a variety of occupations within the subcluster as opposed to just one specific occupation. A sequence for teaching may be inferred from this analysis also since certain tasks have more commonality than others.

SUBCLUSTER COMMONALITY ANALYSIS

AUTO BODY REPAIR

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASK MODULES	SHOP ESTIMATOR	AUTOMOBILE BODY REPAIRMAN	PAINTER, AUTOMOBILE	AUTOMOBILE-BODY REPAIRMAN HELPER
AB01 Remove, overhaul, and replace trim and hardware		x	o	x
AB02 Perform bumping operations	x	x	o	o
AB03 Remove and replace body components		x	x	x
AB04 Prepares surface for painting		o	x	x
AB05 Apply masking tape and paper			x	x
AB06 Operate spray paint equipment			x	o
AB07 Perform lacquer refinishing			x	o
AB08 Perform enamel refinishing			x	o
AB09 Remove and install glass		x	o	x
AB10 Preparing vehicle for delivery	o	o	o	x
AB11 Estimating damage repairs	x	x	o	
AB12 Select and use appropriate materials and supplies	x	x	x	x

x - essential
o - desirable

Introduction

The activities in this area of program planning and development focus upon identifying and assessing the individual needs of those students who will be involved in the program. In most cases this will become the major responsibility of the special education staff and teachers. Procedures and activities outlined in this section specifically address themselves to special education. However, it should be noted that the same general notion can and should be utilized for developing or coordinating supportive instruction of a regular or general education teacher. Each of the following activities outline basic techniques for identifying, assessing, and prescribing educational programs based on the individual needs of the learner. In this instance the learners happen to be special education students.

Identification of Learners*

Students may be identified, selected, or screened for inclusion in the program by a variety of methods. Each school district and state has its own methods of implementing the guidelines which cover specific types and systems of referrals. In most instances, however, students are identified based on a diagnosis by the school psychologist,

*Information in this and following sections was compiled from the "Michigan Guidelines for Special Education Programs and Services," 1973.

school social worker, parent, licensed physician, registered nurse, or other professional personnel whose training and relationship to the handicapped persons provide competence to make such judgments.

A very basic definition exists for identifying special needs learners. A person with a special need is considered to be anyone who cannot succeed in a regular program without special education assistance or who requires a modified vocational program.

Assessing Individual Learner Needs

Once students are identified, the next task is to assess their individual educational needs. This assessment activity should involve several different persons who are knowledgeable of the student's aptitudes, interests, and needs. Persons who could be considered for advisement in this activity include: program administrators (special education director), diagnostic personnel (school psychologist, school social worker, teachers of speech and language, teacher consultants, reading teacher), instructional and support staff (special education teacher(s), general and vocational education teacher(s), teacher consultants, work study coordinator, and representatives from community agencies such as vocational rehabilitation), and parents of the special needs learner.

The basic responsibility of this group is to recommend regular or special education programs and services, according to the educational, physical, and social needs of the learner, based on diagnostic and other evaluative data. A plan must be developed which will specify the types of programs and services needed to help the learner achieve maximum educational potential.

Program Development for the Learner

If the educational needs assessment indicates a need for specific program development in the area of vocational education, there are several alternatives which may be reviewed.

Placement in any of the different types of vocational programs is based solely on the learner's assessed needs, and each placement requires close communication and coordination between the learner's vocational teacher or supervisor and the special education or cooperating teacher.

The basic responsibility of these professional assessors, in Michigan, is to provide data for the Educational Planning and Placement Committee (EPPC) to consider in making their final decision in the identification of the student's impairment. In view of this same data, the EPPC (the vocational teacher may be a member of this committee) subsequently prepares an appropriate educational plan for that student. This plan will specify the type of program and services needed to help the learner achieve maximum educational potential.

The learner may be placed in a regular vocational education class. In this instance the learner receives directly-coordinated special education or supportive instruction through resource room placement, special instructional materials, social work services, speech therapy, etc. Vocational Rehabilitation Services may provide post-school services, rehabilitation counseling, and placement and follow-up services. For those learners who can benefit, placement with regular learners provides the added benefit of social integration and interaction.

Special vocational education is another placement option for special needs learners. This training is usually of a semi-skilled nature (custodial, nurses' aide, etc.) or introductory skill training (auto mechanics, secretarial, etc.) designed to provide prerequisite skills for entry into a regular vocational education program or to provide entry-level job skills. Such a placement is intended for those learners whose disability precludes their integration into a regular vocational education program, and is often limited to those students assigned to self-contained special education classrooms. The primary intent of this placement is to prepare students for integration into a regular vocational education program, as well as provide them with an entry-level job skill.

Other program placement options for the special needs learner include: individual vocational training, pre-vocational work evaluation services, work activity centers, and work study services. Individual vocational training covers training in special programs such as M.D.T.A. and apprenticeship training. These programs are usually external to the public school program but may provide viable options for those learners with special talents or aptitudes.

Pre-vocational evaluation placement is designed for those learners whose disability precludes the use of the regular education sequence for obtaining vocational assessment. This service is usually provided by sheltered workshops and is limited to no more than six months.

Placement in a work activity center is designed to provide work therapy for those impaired persons whose handicap is severe enough to make their productivity inconsequential.

Work study services are available to students who have dropped out, notified the school of plans to drop out, or are within one year of termination due to age. Students are employed and paid a legal wage as a result of this placement.

Introduction

This activity represents the culminating activities for program planning and development. Developing task modules for classroom implementation is the activity where all previous efforts are consolidated, and specific instructional plans are developed for special needs students. Once this activity is completed, the program implementation is off and rolling.

The development of task modules is based on: (1) the cluster/subcluster programs which have been identified, and (2) the educational needs of learners which have been selected for the program. From the previously accumulated information and data, the vocational teacher is: (1) aware of the relevant and saleable skills needed for employment in a cluster(s) or subcluster(s) of occupations, (2) knowledgeable of all instructional concepts related to the identified occupational cluster tasks, and (3) aware of the need to adapt the cluster/subcluster organization and tasks to the specific needs of the special learner. The special education or cooperative teacher is (1) able to identify the prospective learners for the program, (2) aware of the prospective learner's educational needs, and (3) aware of the various phases of the occupational development of special needs learners.

The task module development activity begins with the identification of a format for the module. Obviously, the format must lend itself to meaningfully integrating the skills and knowledges of the vocational task with the basic concepts which can be reinforced by the special education or cooperative teacher. The search for an appropriate module format for accomplishing this end was a major objective of the Project. A year of field testing with over 100 vocational and special education teachers resulted in an effective and refined module format. Perhaps it should be repeated here that the cluster/subcluster organization is based on three distinct types of tasks. As outlined in the preceding section (An Organization for Cooperative Teaching), employment tasks, common cluster tasks, and subcluster tasks are the three distinct levels of task modules utilized in cooperative teaching. Each of these different types of task modules follows the same format while outlining tasks of different specificity.

The instructional task module is composed of seven sections. These seven components as identified in the model are:

Behavioral Task Knowledges/Task Skills

Task-Related Competencies

Instructional Methods

Instructional Materials

Language of the Task

Quantitative Concepts

Suggestions

A sample task module from the "Auto Body Repair" subcluster is illustrated on the following page. This specific module is designed for teaching the task: Performing bumping operations.

The task module format is designed to cover the front and back sides of a single sheet. However, when multiple sheets are needed, each of the sheets are numbered accordingly in the upper right corner. Series of task sheets can be efficiently catalogued and sequenced by the alphabetic and numeric code system which is located in the upper left corner of the sheet.

The following paragraphs will discuss each of the sections of the task module format in detail.

SUBCLUSTER: AUTO BODY REPAIR

Sheet 1 of 1

TASK: Perform bumping operations

Code: APS- AB02

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduction / Learning / Practice / Evaluation	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify by name specific body fillers and equipment used in repairing surfaces or components 2. select the appropriate materials, tools, and equipment needed in specific operations 3. recognize and observe specific safety precautions in repairing surfaces 4. perform the following job skills with accuracy to meet the accepted manufacturer's design a. rough bumping b. straightening c. bump a simple dent d. bump a rolled dent e. bump a ridge f. shrink metal g. stretch metal h. remove dents with heat i. fill with lead j. fill with plastic k. apply appropriate putty for filling deep nicks or scratches in automobile bodies 5. finish the bumped sheetmetal panel to original condition using a. vixen file c. pick hammer b. solder flow file d. dolly block	• Teacher assists, directs, and/or monitors a student(s) in seeking and developing a need(reason) for initiating the task module. • Student reviews the appropriate sections and illustrations in textbooks and related materials • Students view individually or in small groups the appropriate instructional media materials • Teacher provides a demonstration of products, safety precautions, and repair procedures • Students practice specific operation on obsolete materials or components, simulated components, models, or mock-ups • Students develop competencies by actual practice of the identified task skills on personal car or customer's car

Task-Related Competencies	Instructional Materials: Title	Media	Bib.
KNOWLEDGE A 2,3,5,7,9	Auto Body Repairing and Repainting pp 23-55	13	9
NUMBERS B 4a,c,d,f,5	"Hand Tools" (series) "Metal Preparation" "Filling Techniques" (series)	12 12 12	30 30 30
APPLICATION C 5,8	"Hammer and Dolly" "Simple Rolled Buckle" Instructional models (old fenders)	12 12 2	30 30
PHYSICAL D 1a,d,e,f 2c,3a,c,f,g	Display board illustrating procedures for body filling and surface preparation	16	28

FRONT SIDE

SUBCLUSTER: AUTO BODY REPAIR

Code: APS- AB02 TASK: Perform bumping operations

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Common auto body deformations dent crease buckle twist	Concept of "shrinking" metal Concept of "stretching" metal Concept of "filling" dents or creases Concept of "straightening"

Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs
- Be careful in using words with multiple meanings when talking to lip reading deaf students
- Use sample board illustrating dents, creases, buckle, twist
- Hand tool safety is extremely important
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual)
- Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information

Supportive Instructional Materials:

BACK SIDE

Behavioral Task Knowledges/Task Skills

Simply stated, the Behavioral Task Knowledges/Task Skills identify what the learner must know and do in order to become proficient at the task. The introductory condition statement at the top of the column is designed to facilitate the listing of specific knowledge and skill performances. With this condition statement and each of the performances enumerated, the cooperating teachers should consider applying some measurement criterion to each of the skill and knowledge performance statements. In light of the contemporary trend in education and the demonstrated success of behavioral/performance objectives, the cooperating teachers should develop some specific criterion descriptors for each TK/TS statement. The criterion statements must be specifically written for each student and should: (1) reflect the level of skill development which is suggested by a local employer, and (2) be consistent with the student's occupational potential.

Task-Related Competencies

The Task-Related Competencies are coded and identify the basic prerequisite competencies needed by the student in order to learn the task. The code for interpreting this information can be found in the appendix of each cluster guide.

Instructional Methods

The Instructional Methods section outlines several suggested activities and/or methods for teaching the identified skills and knowledges. These methods do not prescribe a specific procedure for teaching, but instead outline several techniques and activities which integrate many different types of resources in the teaching process. Each method which is included here is intended to individualize the teaching/learning activity. Totally individualized instruction is highly recommended as the primary vehicle for teaching and relating with special needs students.

Instructional Materials

The final section on the front of the sheet is the Instructional Materials section. This section is intended to be utilized for listing the different multi-media instructional materials which are used to support the instructional methods. Both teacher-prepared and commercially produced materials should be listed here. The major consideration in selecting instructional materials has to be the functional appropriateness of the material for the special needs student who will be learning the task.

The reverse or back side of the sheet has three major sections and is intended to be used by the special education or cooperating teacher. Each section on this side of the sheet should contain basic information which will reinforce and bring meaning to the general education concepts associated with the task. Dependent upon the student's program placement this information may become the responsibility of the special education instructor, or any of the student's regular or general education teachers. The concept and information identified on this side of the sheet may be reinforced by any teacher who sees himself or herself as a cooperating or supportive teacher in the vocational-special education relationship.

Language of the Task

The Language of the Task section identifies several key words - the identification and meaning of which must be understood by the student if he is to successfully perform or learn the task.

Quantitative Concepts

Each occupational task usually contains several Quantitative Concepts which need to be recognized and understood by the student. This information relates to time, size, weight, and mathematical or measurement concepts which are associated with the task.

Suggestions

The third and final section is Suggestions and Supportive Instructional Materials. These areas of the sheet are to be completed by the special education or cooperating teacher as he or she outlines the suggestions and materials to be used in teaching the language of the task and quantitative concepts. Each of these resource sections is intended to reflect those general suggestions of methods and materials which will be useful in providing supportive instruction.

Introduction

Consistent with the Vocational Education/Special Education Project (VESEP) goals, the curriculum materials have evolved from the projected employment opportunities throughout the State of Michigan. A task analysis of the occupations represented by these state-wide employment projections coupled with successful ongoing vocational education programs has provided a rationale for establishing the ten occupational clusters.

The following sections reconstruct the organization for cooperative teaching as found in the Cluster Guides and as discussed in a previous section of this Program Guide. This section will specifically review each of the components of this organization in terms of how the Cluster-Subcluster-Task Module materials may be localized to fit the employment needs of the community or area.

Clusters-Subclusters-Task Modules

Within each Cluster Guide several subclusters are identified which represent the classes now offered by vocational teachers. For example, "Auto Mechanics" is one of the subclusters within the Automotive and Power Service

Cluster Guide.

Each subcluster is subdivided into learning modules in the form of task sheets. Basically, these task sheets identify the specific behaviors and performances that employers have validated as important competencies for entry level employment. In addition, the task sheets include teaching methods and instructional materials which have been successfully utilized by vocational and/or special education teachers with handicapped students.

Each task sheet has been further developed on the reverse side to include "Language of the Task," "Quantitative Concepts," "Suggestions," and "Instructional Materials" as components that may be utilized by special education or other cooperating teachers.

Cluster-Subcluster Localization

The cluster guides represent a broad state-wide coverage of employment opportunities and will, therefore, vary in appropriateness for each local school district. For example, the "Greenhouse/Floriculture" subcluster from the Agriculture/Natural Resources Cluster Guide may be more appropriate in the more densely populated portions of the state, whereas the subclusters, "Agricultural Mechanics" or "Forestry/Recreation", may be more relevant in rural areas.

This sorting, localizing process will be unique for each local school system. Local administrative personnel may most efficiently initiate the localization process by selecting the appropriate clusters and subclusters which are consistent with ongoing programs and/or proposed new offerings.

Subcluster-Task Module Localization

The second step in the localization process includes at least three parts. First, and possibly most important, is the appropriate matching of vocational instructors with the subclusters. The vocational instructor's initial acceptance of a specific subcluster may be primarily dependent upon an obvious consistency between the vocational teacher's present instructional program and a subcluster.

Second, the duplication *(see footnote) of task sheets, bibliographies, etc., will be necessary when more than one vocational instructor teaches within an occupational cluster. For example: the Construction Cluster Guide may be divided among vocational instructors representing the "Residential Construction" and "Building Maintenance and Service" subclusters. Each of the instructors would need the following sections duplicated from this Program Guide and the Construction Cluster Guide to complete their instructional package:

* *Written permission to duplicate the VESEP materials for classroom use is available from Central Michigan University.*

A. Employment Task Module section of this Program Guide

B. Task Analysis Information (from the Cluster Guide

C. The Common Cluster Task Section (from the Cluster Guide)

D. The Bibliography and Appendix Sections (from the Cluster Guide)

Third, teachers will need to familiarize themselves with the task modules in their subcluster and may also wish to review task listings for the other subclusters within the cluster. This process will tend to identify (localize) a group of task sheets which resembles what has been taught, what is being taught, and what will be taught by the specific vocational and special education teachers.

The extent to which the subclusters are utilized by vocational and special education instructors is due, in part, to the concern, reinforcement, and confidence that the administrative personnel provides regarding their value. This enthusiasm may be displayed inter-departmentally, departmentally, and/or individually in a productive way. Hopefully, the localization process will rekindle an effective administrator/teacher coordination as well as further develop a close working relationship between teachers.

Introduction

After having selected all of the task modules for the appropriate subcluster(s), each task sheet will need careful review and possible modification by the vocational and supportive teachers. This adapting, personalizing procedure may include minor changes in the content and/or the strategies used in the teaching-learning process based upon the teaching experiences of the cooperating teachers. The task sheet is expected to provide a vehicle for productive and efficient dialog between vocational and supportive teachers as they become familiar with each other's cooperative teaching role.

Each of the following sections serve as a review of the instructional task module format. Sections of the module will be discussed in light of how they may be personalized by the vocational and special education teachers for classroom implementation.

Behavioral Task Knowledges/Task Skills

Based upon local employment trends, the vocational instructor may need to define additional content or modify the "Behavioral Task Knowledges/Task Skills" as they appear on the task sheet. Although the decisions related to this technical information will be made by the vocational instructor and his advisory committee(s), it seems imperative that the supportive teacher be involved in the content analysis process so the expected learning outcomes are mutually understood by both the vocational and supportive teachers.

Instructional Methods

The instructional strategies,which are described as "Instructional Methods", represent various techniques that have been successfully utilized by vocational instructors with handicapped students. In personalizing each task sheet, the vocational instructor may simply review a demonstration procedure mentally and list several key features that have in the past made a difference for the students. He may also choose to describe additional techniques in an attempt to create an exhaustive list of all of the effective methods of teaching the given task. Some of these additions may be rather common whereas others may be unique to his teaching style.

As this listing becomes comprehensive, it provides the teacher with efficient review of the many different approaches that have been initiated to promote and enhance learning. This descriptive checklist is an especially valuable asset as the teaching-learning process becomes more individualized and the teacher constantly searches for an effective method for teaching each student.

Instructional Materials

Consistent with most "Instructional Methods" are various "Instructional Materials". For example: the "Instructional Method" (• Students view filmstrip.) is followed by the filmstrip listed ("Foundations for Your Home") as one of the appropriate "Instructional Materials." The vocational instructor may want to list other relevant films that have proven successful in the teaching-learning process. The quantity and quality of commercially produced materials over the past few years has been overwhelming. These materials have included: 1) audio tapes, 2) visual slides, transparencies, filmstrips, etc. 3) audio-visual films, tape-slide packages, self-paced instructional programs, etc., 4) three dimensional models, simulators, and trainers, and 5) textbooks which are better illustrated and organized for learners of various reading levels.

Some of the most effective learning devices are those which teachers have created to match the learning qualities of their students. Frequently these "tricks of the trade" are very unsophisticated materials such as milk containers, coffee cans, and baby food jars while in other instances they may be a series of audio-visuals that have been carefully produced. No matter how elementary the materials may seem, if they have caused students to say, "Ah Ha!", they should be listed as a reference for future use in similar situations.

Basic Information for Cooperative Teaching

The most productive exchange of ideas may be shared between vocational and cooperating teachers as they discuss the back of the task sheet. The vocational instructor will need to clarify these concepts so the supportive teacher can convey the appropriate meanings and emphasize the importance of knowing the essential language, quantities, and other special features related to a specific task that a student will be learning.

Language of the Task

More specifically, the "Language of the Task" section contains words and phrases which vocational instructors have selected as being important and special education teachers have used successfully in their teaching with special needs students. These words and phrases may need careful editing to make the list consistent with the vocational instruction and to provide the supportive teacher with a relevant interpretation of the terms.

Quantitative Concepts

The "Quantitative Concepts" section describes numerical, mathematical, and/or spacial relationships that vocational instructors have described as concepts related to the task and special education teachers have taught in support of the vocational instruction.

Dialog between the vocational and supportive teachers will uncover additional information which can be most effectively taught cooperatively. As the supportive teacher reinforces the concepts related to recognizing common lumber sizes in "Residential Construction," measuring ingredients by weight and volume in "Food Preparation," and understanding the ratio of water to anti-freeze in "Auto Mechanics," the students have a better chance in becoming successful in their vocational classes. The additional

"Quantitative Concepts" may be general in nature, but hopefully they will be specific to the given task and will reflect unique areas of concentration needed by an individual student and the extent to which they record these ideas is consistent with the amount of cooperative teaching that exists between teachers.

Suggestions

The suggestions which are added are expected to provide a variety of support functions. One of these is to enrich and develop healthy attitudes about one's future occupation. Having the "real world" expectations reinforced by a supportive teacher may cause the student in "Food Service" to be more courteous and thoughtful, the student in "Welding" to be more accurate and conscientious, or the student in "Health Care" to be more neat and clean. The extent to which teachers maintain an open and continuous communication about what their students need will determine the effectiveness of the cooperative teacher relationship.

Materials

The materials added for the supportive teacher may range from the seemingly unsophisticated, i.e. milk containers-type to commercially available materials. Many of

these materials can be collected from a local supplier, such as "scraps" from the local lumber yard, while others will need to be shared by vocational instructors or purchased.

Overview

The personalizing of task sheets enhances both the cooperative teaching philosophy and the implementation of a system for individualizing instruction.

Initially, the vocational and supportive teachers will make general adaptations to the task sheets due to the uniqueness of their content and/or their own special teaching qualities.

Eventually, more specific adaptations will be made which relate to the behavioral characteristics of individual learners. In many cases, these specific adaptations will apply to groups of similar students, but in some cases the cooperating teachers may discover and describe instructional strategies that apply to an individual learner. Many teachers improve their effectiveness in dealing with individual learners by sharing the challenges with other concerned teachers. The task sheet can, in most cases, provide a vehicle for organizing and developing instruction during this continuous sharing, personalizing process.

The job of keeping track of each student's progress and current activities can become very involved. A special education or cooperating teacher with fifteen students in different cluster or subcluster programs will undoubtedly have some problems in keeping tabs on each student's current needs. To meet some of these and other administrative concerns, a system for monitoring student progress should be developed.

Such a system can serve to increase the effective management of instructional resources for the student. It can also serve to keep the student, teachers, parents, and coordinators abreast of the status of his individual program.

In addition to monitoring student progress, such a system should also provide: (1) a data base for the student's educational planning and placement committee, and (2) a profile of occupational skill development to be reviewed by the student's work study or co-op coordinator or a prospective employer.

The following sections will outline a system for monitoring student progress based on the instructional task module.

Monitoring Progress with the Instructional Task Module

The format of the instructional task module (illustrated on page 52) was extensively reviewed and discussed in a preceding section of the Program Guide. The Student Progress column of the task module was not described earlier, however, since it pertains to discussion in this section.

This column on the front side of the task module is intended to be used primarily by the vocational education teacher. He uses it to evaluate the student's progress in acquiring the specific behavioral task knowledges/task skills.

The column is divided into four specific phases of progress assessment. These four phases are: introduced, involved, productive, and employable. As the student progresses through each phase, his level of attainment is noted or recorded by the vocational teacher. Once the student has achieved the "employable" level for each task knowledge/task skill, he is considered "employable" in terms of the task.

Teachers can use this column and note the student's progress by either recording calendar dates in the column, or by simply "checking-off" each level of attainment as it is achieved.

Teachers should feel free to adjust this system to fit their own individual evaluation needs. Some teachers may see more than four or less than four levels with which they can identify. Others may want to develop a series of specific descriptors for each phase, so that the level of "involved" or "productive" is clearly defined. Adjustments should be made in the system so that it is compatible with the evaluation perceptions of the teachers using it.

The Occupational Learning Profile

The Occupational Learning Profile, which is illustrated on the following page, is a summary sheet for compiling student progress data from the task modules. This profile is designed to present an overall picture of which tasks the student has completed or been involved in learning.

The form itself is almost self-explanatory. The student's name, vocational goal, and cluster/subcluster program are filled in at the top of the page. Once the task modules for each student are selected, it is suggested that the members of the student's educational planning and placement committee review the profile. When the student completes the selected task modules, his terminal performance level for each task is recorded.

As this profile begins to grow and becomes filled in, it provides strong reinforcement for both student and teachers. It presents a realistic and meaningful summary of the student's accomplishments and level of occupational skill development.

Occupational Learning Profile

EDUCATIONAL PLANNING AND PLACEMENT COMMITTEE:

STUDENT NAME: _____

VOCATIONAL GOAL: _____

CLUSTER/SUBCLUSTER: _____

Task Module#	Task Modules	Intro-duced	In-volved	Pro-ductive	Employ-able

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In addition to the specific relationships between the vocational education and special education teacher, there are several aspects of the educational program which should be reviewed. Additional program components and supportive services should be integrated into the program in order to maximize educational experiences for the student. As these components and services are integrated into the on-going program, the student's experiences and vocational options are enhanced tremendously.

This section outlines the different program components and supportive services which can be initiated or coordinated to provide comprehensive educational experiences.

Program Components

Advisory Committee - A group of persons selected from the community and the field of education which have expertise in selected areas to advise educators regarding vocational education programs. Representatives or members of the disadvantaged and handicapped community should be represented on the advisory committee.

Cooperative and/or Work Experience Education - A program for persons who are enrolled in school and who, through a cooperative arrangement between the school, student and employers, receive part-time vocational instruction in the school and on-the-job training through part-time employment. Work experience programs have a general purpose of providing vocational guidance to students by permitting them to observe and systematically sample a variety of conditions of work for the purpose of ascertaining their suitability for the occupations they are exploring.

Job Placement - Job placement and follow-up should be an integral part of a comprehensive vocational-special education program. Placement and follow-up services for handicapped students can be obtained through the Special Education Services or Vocational Rehabilitation Services of the Michigan Department of Education.

Counseling - The services of a vocational special needs counselor should be included in those programs whose enrollment exceeds 60 students. Half-time counselors should be utilized when the student enrollment exceeds 30.

Educational Planning and Placement Committee (EPPC) This committee is generally composed of a program administrator, an instructional staff person, a supportive staff person, and the student's parent(s). The basic responsibility of this committee is two-fold: (1) to establish educational goals, and (2) recommend regular vocational and special education programs and services based on evaluative and diagnostic information concerning the educational, social, and physical needs of the individual handicapped person.

Pre-vocational Education - Prevocational instruction is that instruction which is needed as prerequisite to vocational education, such as knowledge of commonly used tools, utensils, and processes, familiarity with a broad range of occupations, etc.

Program Goals and Performance Objectives - Goals and performance objectives specifically outline the purposes and expected outcomes of the program. The performance objectives of the program should include an identification of: (1) the performer(s), (2) the behavior to be demonstrated, (3) the object of the behavior, (4) time constraints, (5) measurement techniques, and (6) the criterion for success.

Program Follow-up and Evaluation - Periodically the program should conduct a follow-up study of its graduates and non-graduates. Data and information accumulated from this survey should serve to direct a review and evaluation of the total program.

Inservice Education - Throughout the year programs of inservice education should serve to keep the instructional staff and administrators abreast of current trends and changes in educational programming. Inservice education serves to enhance the educational activities for the special needs learner, as well as bring the members of the instructional staff closer together in their understanding of each other's teaching and program concerns.

Teacher Training - Local school programs are an integral part of the university teacher training programs. Schools which offer innovative or exemplary educational programs can provide experiences which will enhance the preparation of future teachers. Also, the involvement of student or intern teachers can provide increased potential for individualizing classroom instruction.

Supportive Services

Vocational Rehabilitation Services - VRS services available to eligible special education students include:

- Medical evaluation and consultation to the EPPC regarding the extent of physical limitations as they relate to employment potential
- Funds to offset employer costs for extra supervision needed to provide appropriate on-the-job training
- Post school training, job placement and follow-up services as required to insure suitable employment
- Funds to supplement the person's own resources when needed for physical restoration, training materials, artifical limbs, hearing aids, etc., which are needed to help the special education student become suitably employed

Intermediate School District Services - Depending upon the size and needs of the local districts, the intermediate school district will offer supportive service in the area of special education, vocational education, and instructional media. Special education services could include: social workers, counselors, and diagnosticians. Vocational education services could include: the operation of an area vocational education center or a shared-time vocational program, and consultant services. Instructional media centers may also be operated by intermediate districts to facilitate the production, availability, and utilization of instructional materials by teachers within the intermediate district.

State Department of Education services - Since vocational education and special education have traditionally received federal funding, it is important that local school personnel be in close communication with the State Department of Education. Close communication serves to generate new program ideas, enhance accountability and influence the implementation of new guidelines, legislation, etc.

Employment Task Modules

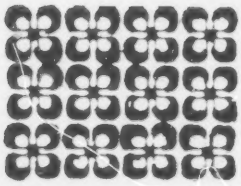
An Instructional Resource Guide to Enhance Cooperative Vocational Education / Special Education Teaching

Directions for Utilization

The following set of Employment Task Modules is designed as a supplement to the Common Cluster Tasks and Subcluster Tasks found in the ten occupational Cluster Guides. As was indicated in previous sections of this Program Guide, these task modules are designed to teach those essential skills needed for employment in any occupation. Depending upon the program structure in the local school, the primary responsibility for teaching these tasks may fall upon either the vocational teacher or upon a variety of possible cooperating teachers. In any given program, however, the employment tasks are an essential core of skills which must be mastered in order for the students to gain successful entry into the world of work.

The following directions must be followed in disseminating the Employment Tasks for classroom implementation:

1. Determine the number of vocational programs or teachers receiving specific subcluster sections of the Cluster Guides.
2. Duplicate the appropriate number of copies of the Employment Tasks. This package of task modules and related information covers pages 83-158 in this document.
3. Distribute these materials along with each set of subcluster task modules.
4. Direct the teachers receiving these materials to place them in a three-ring binder. The Employment Task Module section should be placed directly behind the subcluster task modules.



EMPLOYMENT TASK MODULES

- EMPLOYMENT TASK MODULE LISTING
- EMPLOYMENT TASK MODULES
- INSTRUCTIONAL MATERIALS BIBLIOGRAPHY
- INSTRUCTIONAL MATERIALS CODE
- EMPLOYMENT-RELATED COMPETENCIES
- TASK-RELATED COMPETENCIES

EMPLOYMENT TASK MODULE LISTING

ET01 Analyze sources of family income

ET02 Determine advantages and disadvantages of working

ET03 Complete a self-appraisal

ET04 Complete a career choice appraisal

ET05 Complete a job analysis

ET06 Accumulate personal identification information

ET07 Identify official documents

ET08 Locate resources commonly providing job opportunity information

ET09 Utilize want ads

ET10 Using state employment agencies

ET11 Using commercial employment agencies

ET12 Select appropriate personal references

ET13 Identify different types of job applications

ET14 Complete job application form

ET15 Prepare personal data sheet

ET16 Apply interview details to interview situation

ET17 Develop communication skills

ET18 Dress and groom appropriately for interview

ET19 Use the telephone

ET20 Identify fringe benefits and policies

ET21 Understanding Social Security Services

ET22 Dress appropriately for work

ET23 Completing routine first day items

ET24 Develop sensitivity to company procedures and policies

ET25 Develop personal necessities

ET26 Understanding labor organizations

EMPLOYMENT TASKS

TASK: Analyze sources of family income

Code: ET01-___

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. list all job titles of each family wage earner. (Student should include any jobs which he currently holds or has held). 2. categorize each job as to management mid-management, labor, etc. 3. discuss the relationships he observes between jobs and ways of life.	• Teacher will send a letter to parents explaining the purpose of the student's questions about family employment and welcoming any questions or comments. • Students will find pictures that illustrate family occupations and use these for discussion purposes. • Students will make a bulletin board display of pictures they have found. • Teacher will direct a "rap" session about job and family living adaptations related to jobs in management, labor, etc.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE D 1,3,6,7,9 F 4,5,6 NUMBERS E 3, G 3, K 1,2,4 APPLICATION E 1,2,3,4 G PHYSICAL G, I	Magazines, films, newspapers (for pictures illustrating occupations and bulletin board)	14 18 20	

EMPLOYMENT TASKS

Code: ET01 - ____ TASK: Analyze sources of family income

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Aide Part time Full time Relief Unemployment Para-professional Administration Management Labor	Concept of time: • the work day relative to day/night • measurement of time in hours: work, recreation, sleep • measurement of time in minutes: coffee break, commuting, lunch	• Put as much dignity into being on ADC, relief or unemployment as the situation can warrant; in other words, "save face" for the student while you set a higher standard to attain.

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Determine advantages and disadvantages of working

Code. ET02 - ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. list some advantages of working: a. personal pride of production b. planning ahead c. advancement d. meeting new people e. independence. 2. list some disadvantages of working: a. scheduling b. transportation c. taxes d. routine.	• Students will complete a class project: a. chart advantages and disadvantages of working b. report on both sides of scheduling, good and bad c. report on the effect working has on the family and on personal interests and preferences d. project a personal choice - working or not working - and list reasons for the choice • Students view film loops and slide programs related to attitudes about work.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A, B,E,G,H 4, I	"ABC's of Getting and Keeping a Job" Part I	5	1
NUMBERS	"Preparing for the World of Work"	5	2
	"Opportunities in Clerical Work"	8	3
E 3, H 4, IIc	"Busy Office, Busy People"	10	4
APPLICATION A.B,E,F,G,I	"Business Office - Making Things Happen"	8	5
PHYSICAL D,G,I			

EMPLOYMENT TASKS

Code: ET02-____ TASK: Determine advantages and disadvantages of working

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Respect the pride of the students as being the recipient of the love and necessities provided by the parents now but responsible to the next generation. • Impress upon the students that the decision can be made by no one other than himself.
Schedule Uncertain Insecure Secure Pride Provider	Relationship of time measurement and seasonal work Division of total wage or salary into necessary expenditures for: food shelter clothing recreation	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Complete a self-appraisal

Code: EI03- ___

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe personal feelings about a given field and/or career goal. 2. list personal interests, abilities, preferences, and goals: a. personal characteristics b. interests and hobbies c. aptitudes and talents d. education and skills e. job experiences, etc. 3. determine his potential in reaching his personal career goal. 4. identify alternative fields of interest, other than that of original career goal.	• Students will take NCR Personnel Test to determine if their interests lie in working alone or working with other people. • Teacher will counsel students and aid them in a self-evaluation of the following: a. feelings toward a particular field and/or career goal. b. skills and progress he has made at this point in that particular field. c. abilities, temperment, attitudes, etc., that he possesses, as based on teacher observations. • Teacher will help student determine his potential in reaching his chosen career goal.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,D,E,F,G,H	"Jobs in Your Future"	14	
NUMBERS D1,7, E3,G1a, 3,4, H4	Bowman Career Series	5	
APPLICATION E,F,G,H,I	NCR Personnel Test	20	6
PHYSICAL D,F,G,I			

EMPLOYMENT TASKS

Code: ETD3- ____ TASK: Complete a self-appraisal

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Personal assets able to do like to do areas of opportunity Personal characteristics open minded loyal thorough interested neat tolerant intolerant judgment Adaptability Well-rounded personality Courteous Courage Cooperative Loner Leader/follower	Ability to recognize assets as opposed to liabilities Placing an ability rating of "+" or "-" or "average" on each value and its relative effect on a person's ability to perform	• Keep discussion of characteristics general or discuss characters in stories or situations outside the local scene. Remember to respect human dignity.

Supportive Instructional Materials:

Situation pictures
News stories

EMPLOYMENT TASKS

TASK: Complete a career choice appraisal

Code: ET04 - ____

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced Involved Productive Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. interview a person working in a position of his career goal to determine: a. requirements, responsibilities, and promotions available in that position. b. personal qualities needed for success in that position (e.g. ability to work well with others, to meet the public, to handle mental pressures, etc.) 2. complete a report on a person in this career position to obtain, through interview, the following information: a. job title b. nature of work c. qualifications needed for job d. financial returns e. promotions earned and available f. advantages of the job g. disadvantages of the job h. any other petinent information. 3. use self-appraisal, career interview, and career report to determine if he is interested in a career in this area.	• Teacher will help student to set up interviews with people in specific career goal positions. • Teacher will assist a student in determining his potential success in the career of his choice, as based on his self-appraisal and his career choice appraisal. • Students will share and discuss the experiences of conducting the career choice appraisal in small groups.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,B,C,E,F,G,H,I NUMBERS D7, E3, G1a, 3a,c,4b,c,H4 APPLICATION C,E,G,H1,2 PHYSICAL D1,8,9, E4, F,G			

EMPLOYMENT TASKS

Code: ET04 - ____ TASK: Complete a career choice appraisal

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
React Competition Failure Success Schedule change Direction Instability Stability Budget Insufficient	Recognize common payroll check deductions. Compute annual income total from a per week or per month estimate. Establish a date and time for the career interview.	• Consider — ability to read ability to write ability to compute special training (school) special experience (on job) - on own - school cooperative program physical qualification - age - size - strength - coordination personal and social qualities - willingness to follow an accepted routine - concern for safety of self and others - attitude toward team work miscellaneous - social security number - driver's license - acceptable record of training

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Complete a job analysis

Code: ET05- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. review the potential for a position in the selected career goal area in local area by determining future prospects and job opportunities available: a. interview person(s) presently working in that position. b. visit company or office where job is performed. c. speak to counselors, personnel directors, etc. d. review/listen to tapes from professional magazines, Career Encyclopedias, Dictional of Occupational Titles, etc., for current information on job potential. 2. research company of his choice: a. company's position in industry b. company's reputation c. company's regulations - liberal or conservative? d. involvement in organized labor. 3. give an oral presentation to class on information compiled in job analysis and/or company analysis.	• Teacher will help student set up interviews and office visitations to complete a job analysis. • Teacher will make professional magazines, career encyclopedias, and other resources available to student for his research (tape if necessary). • Student will make an oral presentation to class of his job and company analysis findings, so that all class members can share in his research conclusions. • Guest speakers from several local companies researched will elaborate further on company's benefits, requirements, etc.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,E,F,G,H,I	"Can I Get the Job"	14	7
NUMBERS	Employment Outlook Handbook	13	8
D1,6,7,9	Dictionary of Occupational Titles	13	8
APPLICATION A,E,F,H	Occupational Outlook Quarterly	13	8
PHYSICAL D,E,F,G			

EMPLOYMENT TASKS

Code: ET05 - ____ TASK: Complete a job analysis

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Responsibility Safety Independent Schedule Overtime Vacation Part time Hazard	Signs of danger temperature pressure weight limitations Read time to meet schedules of work, transportation, and with respect to breaks	• Research job areas in view of: worker's responsibilities - safety of self and others - own and/or group work supervisory responsibility working conditions - hours - breaks - overtime - vacation - company regulations regular or part-time work (seasonal) labor involvement hazards - health - mental - physical danger physical skill opportunity for advancement conditions of advancement

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Accumulate personal identification information

Code: ET06- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate all information needed for job application: a. driver's license b. union membership card c. insurance papers d. medical tags e. social security number. 2. relate relevance of above information to certain jobs. 3. describe procedures for securing above information. 4. secure above information, if necessary for job.	• Teacher will display for class examples of the identifying information and discuss the relevance of the information. • Guest speakers will visit class and describe procedures for securing the information, and assist each student in accumulating his records.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A, D1-9, E1-4, F NUMBERS E3, H4 APPLICATION A,D,E,F PHYSICAL D3,8,9 F1	Driver's license	1	
	Union membership card	1	
	Insurance papers	1	
	Medical tags	1	
	Social security card	1	

EMPLOYMENT TASKS

Code: ET06- ____ TASK: Accumulate personal identification information

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• The information on this sheet is so dependent on the individual that each bit of pertinent information must be accumulated by looking at the needs and abilities of an individual student.
Data Application Information License Membership Measurement time size Insurance company name coverages policy number contact person address phone number	Recognize identification numbers: social security driver's license. Recognize colors of medical tags and their meaning. Describe wearing apparel in appropriate sizes, including safety devices such as glasses, hard hats, shoes, etc.	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Identify official documents

Code: ET07-____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate official documents needed for job applications: a. birth certificate b. social security card c. draft registration card d. working permit. 2. understand procedures for securing each of these documents. 3. secure these necessary documents for personal use.	• Teacher will prepare a bulletin board display of important documents. • Teacher will lead a small group discussion of each document and its function in relationship to a job application. • Teacher may: a. illustrate on an overhead projector the method for completing forms to secure these documents. b. explain the process for obtaining these documents. c. organize a field trip to apply for documents which can be obtained locally.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,5,6 NUMBERS B 1,2 APPLICATION C 1a,2a,b,3,6 PHYSICAL D1a	Birth certificate Social security card Draft card "Job Application" "I Want a Job" "Jobs in your Future" Transparencies (teacher-prepared)	1 1 1 8 14 14 12	

EMPLOYMENT TASKS

Code: ET07-____ TASK: Identify official documents

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the importance and purpose of official documents in light of the services which they provide.
Driver's license Birth certificate Social security card Draft registration card Work permit Data/information Birthday Eye color Height Weight	Accurately copy numbers. Recognize numerical dates, i.e. May 20, 1950, 5/20/50. Determine height and weight. Understand measures of visual acuity, i.e. 20/20, 20/40.	

Supportive Instructional Materials:

Birth certificates
Driver's licenses
Social security cards

EMPLOYMENT TASKS

TASK: Locate resources commonly providing job opportunity information

Code: ET08 - ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify job opportunity sources: a. friends, relatives, neighbors. b. window signs. c. bulletin boards. d. school counselors. e. want ads. f. state employment agency. g. job placement offices. h. government, industrial, and individual company employment offices. i. advertising your services. 2. complete job resource project.	• Teacher will utilize the discovery approach to discussion: a. ask each student to identify a place where he could or has looked for a job. b. list these sources. c. supply sources not mentioned. • Teacher will develop a workbook-type plan to integrate job finding activities (see "You and Your Job"). • Local employers and personnel from employment agencies will speak to students on procedures for locating employees within their own companies and agencies. • Teacher will discuss the purpose and use of employment tests by most job agencies and show sample tests on the overhead projector. • Students will complete job resource project: a. teacher will organize class into small groups--one to visit school and/or vocational counselors, one to visit employment agencies, etc.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE B1,2,3,4,5,6	"Jobs in Your Future"	14	
NUMBERS C 2c, D1	"I Want a Job"	14	
	"You and Your Job"	14	9
APPLICATION G,I	guest speakers	20	
PHYSICAL D3			

EMPLOYMENT TASKS

Code: ET08-____ TASK: Locate resources commonly providing job opportunity information

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Any project that will relate self (student) to requirements of job schedule (time) and location (direction) will be helpful.
Personal contact Cards in windows waitress delivery boy dishwasher Bulletin board Newspaper want ads	Relate time description in ad to personal time schedule. Read location description and relate to home location. Sketch a map from home to employer and describe location for appointment.	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Locate resources commonly providing job opportunity information

Code: ET08- cont'.

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will	b. Each group will research the job sources on the following information: advantages of service, disadvantages of service, cost of service, etc. c. Each group will report findings to class. (This should create an excellent basis for discussion.)

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Utilize want ads

Code: ET09 - ___

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate want ads in a local paper. 2. read and understand want ads: a. how they are listed. b. how to read and interpret abbreviations: 1. "co" - company 2. "oppty" - opportunity 3. "ph" - phone 4. "e" - east 5. "st" - street 6. "mfg" - manufacturing 7. "excl" - excellent 8. "pref'd" - preferred 9. "expd" - experienced 10. "ref" - reference 3. select and follow-up an ad that matches his career goal for job choice project.	• Teacher will familiarize students with the mechanics of want ads as follows: a. supply and/or have students bring newspapers (be conscious of home economic situation). b. locate the want ad section. The newspaper index should be pointed out as a useful guide. c. discuss organization, headings, etc., which are commonly used in ads. d. draw attention to the use of abbreviations by using personal knowledge of reading skills. The abbreviations can be most easily discussed in terms of context clues (i.e. yng man; hi sch graduate, etc.) • Teacher will introduce a secret code game: a. provide students with a message written in abbreviated words. b. include a key for this message on the back.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE D 9	Newspapers	15	
NUMBERS E 3	"Jobs in Your Future"	14	
APPLICATION C, D			
PHYSICAL Ca			

EMPLOYMENT TASKS

Code: ET09 - ____ TASK: Utilize want ads

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Develop a list of terms which are commonly abbreviated in the want ads of the local paper.	Interpret per hour, per week, or per month salary or wage as stated in a want ad. Interpret appointment hours for interview as stated in a want ad.

Suggestions:

- Relate actual situations in a story form in which people have utilized want ads and have been successfully employed because of the want ad.

Supportive Instructional Materials:

The want ad section of various newspapers

EMPLOYMENT TASKS

TASK: Utilize want ads

Code: ET09 - cont'.

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will	c. use an opaque projector during the last few minutes of class to reveal the message ("when you are done with this message, you may leave.") • Teacher will provide opportunity for the more skillful students to help those who are experiencing difficulty. • Students will review and select an ad for a job he would like to apply for. Save this ad for a later task module.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Using state employment agencies

Code: ET10-

Student Name:

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate the state employment agency in the area. 2. describe the procedures of the agency. 3. take a sample Civil Service test.	• Teacher will direct class discussions to determine what the state employment agency is and where it is located by using references such as the phone book, job workbooks, and city maps. • Teacher will provide for a guest speaker from the state employment agency to relate for the students its function and procedures. This is a desirable approach, because it provides the students with a familiar name and place in connection with the agency. • Civil Service staff member will discuss and answer any questions on Civil Service tests. He will then administer a sample test to class. • Teacher will discuss test results with students and suggest how they could improve scores.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A, B NUMBERS D, E3 APPLICATION C, I PHYSICAL C2	Telephone book	14	
	Local map	17	
	Guest speakers	20	

EMPLOYMENT TASKS

Code: ET10-____ TASK: Using state employment agencies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Michigan Employment Security Commission Civil Service Form Multiple choice Match Space Print	Read a map. Interpret time schedules for availability (open hours) of state employment agency services.	• Discuss the specific function of each agency or have a representative as a guest speaker. • Provide assistance (or dignified alternate) when a student finds this to be an insurmountable task!

Supportive Instructional Materials:

Maps which locate the agencies geographically

EMPLOYMENT TASKS

TASK: Using commercial employment agencies

Code: ET11-____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate commercial employment agencies in the area. 2. describe the function and procedures of the agencies. 3. develop a list of local commercial employment agencies and their services for further reference.	• Teacher will integrate a discussion of the commercial employment agencies with want ad instruction by asking students to locate want ads from commercial employment agencies. Clue words should be identified (e.g. agency, careers, employment). 1. investigate fee policies and methods of paying fees. 2. locate a given number of employment agencies advertising in the papers. 3. pinpoint these agencies by using the telephone book and a city map. • Guest speaker from employment agency will relate the purpose and function of these agencies and answer class questions. • Class will take field trip to agency so that they can see what goes on in these agencies, how applicants dress, how they are interviewed, etc.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 2 APPLICATION C 1,5,6,8 PHYSICAL D 1a	Telephone book	14	
	Local map	17	
	Guest speaker	20	

EMPLOYMENT TASKS

Code: ET11- ____ TASK: Using commercial employment agencies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss function of specific agencies or invite a representative as a guest speaker.
Agency Employment State employment agency Michigan Employment Security Comm. Form Multiple choice Match Fill in blank Space Print	Read a community map to locate the agency. Interpret time schedules to determine the open hours of the agency.	

Supportive Instructional Materials:

City and/or state maps for locating agencies

EMPLOYMENT TASKS

TASK: Select appropriate personal references

Code: ET12- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify different types of references: a. character b. credit c. work experience. 2. secure permission to use personal references. 3. use personal references on job applications.	• Teacher will illustrate,using the overhead projector, a typical reference section on an application blank. • Teacher will list various types of references commonly used. (These will later be identified by students.) • Teacher will stress the fact that character references must be asked prior to using their names and identifying information should be supplied for them. • Teacher will caution students to use only those character references who will say positive things about them. • Teacher will discuss the confidentiality of written recommendations and references.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE E1-5	Job application	1	
NUMBERS	"Job Application"	8	
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ET12-____ TASK: Select appropriate personal references

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the questions, rating scales, and confidential statement components of personal reference items.
Character Work experience Employee Employer Credit Reliable Dependable Honesty	Discuss the various ways to interpret the rating scales frequently used on personal reference forms.	

Supportive Instructional Materials:

Collect various standard forms used in writing references

EMPLOYMENT TASKS

TASK: Identify different types of job applications

Code: ET13- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different types of job applications: a. written b. oral (by interview). 2. describe the procedures for a personal interview: a. attitude b. appearance c. speaking manner d. appropriate topics of discussion.

Instructional Methods

- Class will simulate a job application situation:
  1. locate want ads which require different types of responses.
  2. list and discuss various responses based on past knowledge.
  3. listen to teacher-prepared tapes of personal interview situations illustrating positive and negative responses.
  4. prepare a list of criteria for the job interview.
  5. rate additional teacher-prepared interview simulation tapes and rate in terms of criteria named in No. 4.
  6. prepare for a simulated interview by compiling identifying information. (Actual interview will take place in an upcoming task module.)

Note: One of the ultimate aims of this task is to make the student aware that there are many ways in which to apply for a job.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE D 1-9	Teacher-prepared tapes	5	
NUMBERS D 1-9	Newspapers	15	
APPLICATION	"ABC's of Getting and Keeping a Job, Part 3"	5	1
I	"Your First Job"	14	10
PHYSICAL			

EMPLOYMENT TASKS

Code: ET13- ___ TASK: Identify different types of job applications

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Spouse Dependents Marital status Physical disabilities Extracurricular activities Scholastic performance Work preference Birth date (note the common error of listing the current year instead of the birth year) Parents Address	Become familiar with reasonable amounts of time needed to complete various applications.	• Have students use each word in context - clue sentences to help them arrive at definitions with minimum effort, e.g. my marital status is single. • Practice writing the answers to commonly asked questions.

Supportive Instructional Materials:

Collect a variety of application forms or application procedures

EMPLOYMENT TASKS

TASK: Complete job application form

Code: ET14- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. list or describe the procedures for completing a written application form: a. read all directions first. b. print neatly and legibly in ink or type without error. c. spell correctly. d. include all information requested. 2. complete a written application form, using the above knowledge and including the following information: a. name and address, telephone number b. age and marital status c. family information d. police record e. physical condition f. previous applications filed g. educational history h. military status i. employment record, qualifications j. personal and job references k. short statement about himself and why he feels qualified for the job l. any other personal data appropriate to the job application. 3. sign the application, using his first name, initial, and last name.	• Each student will design his own simplified application form, using only essential information such as personal data, experience, references, etc. • Teacher will accumulate variety of local job application forms, including those from state employment and commercial agencies, for students to complete in a supervised situation. • Teacher will evaluate the job application with each student according to neatness, accuracy, and other acceptable standards. • Students will exchange applications for peer evaluation. This should be done without anyone knowing who has his form, so that it will be done honestly and objectively.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE D 1-9 NUMBERS D 1-9 APPLICATION C PHYSICAL	Job application forms	1	

EMPLOYMENT TASKS

Code: ET14- ____ TASK: Complete job application form

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Students should be aware that this information may be required and learn the importance of copying accurately, from a data sheet, this information on another form.
Personal information Print Name first, last, initial, maiden Address Telephone number Age, birthdate (not current year!) Sex/marital status single male single female married male married female Present/permanent address Height Weight Selective service classification Education/Qualifications Position desired	Copy and record numbers accurately Recognize numerical dates, i.e. May 20, 1950 - 5/20/50/	

Supportive Instructional Materials:

Collect a variety of job application forms

EMPLOYMENT TASKS

TASK: Prepare personal data sheet

Code: ET15- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. list from memory personal data for completion of personal data sheet: a. name b. age, birthday c. address, zip code d. telephone number e. social security number f. height, weight g. physical record h. marital status i. education j. activities, hobbies k. special skills, qualifications l. experience	• Students will list and discuss 12 items of personal data. • Teacher will arrange with school nurse to measure and weigh students needing this information. • Teacher will review and revise personal data list with student until complete and accurate. • Teacher will instruct students in how to prepare three final copies of data sheet for future use and reference.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 1,2,4b,d APPLICATION C 1,2,3,8 PHYSICAL D 1a	Business Correspondence/30	13	11

EMPLOYMENT TASKS

Code: ET15-____ TASK: Prepare personal data sheet

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	• Personalize the concept of developing a data sheet
Name	Qualifications	Work with forms and realize that information must be appropriate in each numbered space.	
Age	Experience		
Birthday			
Address			
Zip code			
Telephone number			
Social security number			
Height			
Weight			
Physical record			
Marital status			
Education			
Activities			
Hobbies			
Special skills			

Supportive Instructional Materials:

Collect various samples

EMPLOYMENT TASKS

TASK: Apply interview details to interview situation

Code: ET16 - ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. have necessary materials for interview at hand:
   a. pen, pencil
   b. social security card
   c. work permit (if necessary)
   d. draft card
   e. detail card (index card containing all information that may be needed, but he does not know from memory, e.g. addresses of personal references, grades received in school, etc.)
   f. employment notebook (data sheet, work samples, awards received, etc.)

2. apply interview details to simulated interview:
   a. dress appropriately
   b. go alone, arrive early
   c. be polite
   d. introduce self properly
   e. answer questions honestly
   f. show genuine interest in company
   g. leave when interview is completed
   h. leave bad habits at home (smoking, chewing gum, etc.)

3. answer in an interview situation frequently-asked questions:
   a. Why would you like to work for this company?
   b. Are you looking for permanent or temporary work?

Instructional Methods

- Teacher and business teacher will present a humorous skit to exaggerate the don'ts of interviewing.
- Students in small groups will discuss sample interview questions and how to answer them.
- Simulate interviews (choose one of following):
  1. Teacher will assume role of interviewer and interview each student and/or
  2. Employer, counselor, or area personnel director will glance through student applications and select at least two students he would choose for an interview. He should then interview them in front of class, using the same procedure he would use in a company interview
  3. Teacher will arrange ahead of time a list of companies willing to interview students as a learning experience. Students will then select one company from the list and make an appointment there for an interview. Student must first:
     a. complete application form

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE D, E NUMBERS E 1,2,3 APPLICATION B,D,F,C,E PHYSICAL	"Job Interview--3 Young Women"	8	18
	"Job Interview--3 Young Men"	8	18

EMPLOYMENT TASKS

Code: ET16-____ TASK: Apply interview details to interview situation

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Specific words and phrases will be identified related to the needs of specific students in their occupational area.		o The answer to these needs would vary with the area of interest. o Role play interview for particular skill—thus language and concept would vary with area of skill.

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Apply interview details to interview situation

Code: ET16 - cont'.

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:	b. write letter of application This enables all students to experience a realistic interview. • For realism, teacher should videotape one interview for each student and replay it so that student can observe his actions. This provides realistic feedback and enables teacher to give private, individualized evaluations.

c. What job would you like most?
d. What do you want to be doing in 5-10 years?
e. What qualifications do you have for this job?
f. What subjects did you like least/best in school?
g. Do you prefer working alone or with others?
h. How do you spend your spare time?
i. What magazines and books do you read?
j. What are your personal strengths and weaknesses?
k. What jobs have you had and why did you leave them?
l. What salary do you expect.
m. Do you have any debts?
n. Have you had any serious illnesses?
o. How do you feel about working overtime?
p. Did you attend school regularly?
q. How did you become interested in this company?

4. ask appropriate questions:
   a. jobs company has open
   b. salary scale and promotions available
   c. your future in company.
5. compose and type a thank you letter for the interview.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,B NUMBERS C2c, 3b,c, D H2,4 APPLICATION E,I PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Develop communication skills

Code: ET17- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1. recognize the essential components of communication: a. an idea b. articulation of the idea c. feedback d. reply.	1. Often communication is a skill taken for granted. It is important that the learner be aware of its basic components. The following approach is suggested: a. The teacher guides the students in defining the components of communication through a study of our use of machines b. If possible students are allowed to operate a variety of machines and are asked to interpret the machine's messages (i.e. red lights, heat, smoke, noises, vibrations, etc.) If this is not feasible the teacher can merely create the verbal image of the machines in various stages of operation c. From this the students should list the components of communication and apply them to human communications (perspiration, noise, shaking, color, expressions) d. To reinforce these concepts the teacher and students can assume the roles of people in these different forms of communication and the class can interpret them.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
F	Machines applicable to specific cluster	1	
NUMBERS	Cassette tapes/recorder	5	
G,H	Teacher prepared communication situations	20	
APPLICATION	"Tinker Toy" communication game	3	14
E,F,G,H,I	Human Bingo	3	14
PHYSICAL	Cooperation Game	3	14

EMPLOYMENT TASKS

Code: ET17 - ____ TASK: Develop communication skills

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	o The basic information for cooperative teaching will vary with areas students choose.
Language will need to be developed consistent with an individual student and his career goals.		

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Develop communication skills

Code: ET17 - cont'.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 2. organize thoughts for verbal communication: a. introduction b. main idea c. details d. conclusion.	2. Students are now ready to begin the process of communication. The class can initially function as a whole and then in small groups: a. The teacher presents a topic in a disjointed sequence (i.e introduction, conclusion, details, main idea). The topic chosen should be one all the students are familiar with so that its illogical organization is evident. b. The teacher asks the class to criticize the presentation. From this the class should list in sequence the components of communication. c. The class then breaks up into small groups in which each individual prepares a short topic (i.e. how to ask a girl for a date). Members of the group offer criticisms and suggestions. d. The teacher should circulate among the groups, give support and guidance.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

TASK: Develop communication skills

Code: ET17 - cont'.

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 3. verbalize thoughts: a. volume b. pace c. expression. 4. Utilize feedback: a. sound cues b. color cues c. signals or signs d. functional word cues.	3. Through a series of tapes representing volume, pace, and expression, the students list criteria for effective verbalization: a. In small groups, each individual practices verbalization. Members of the group offer criticisms and suggestions. b. Extremely shy students should not be coerced to participate but should be encouraged to work individually with a tape recorder. 4. Communication feedback can be taught through a game situation: a. The teacher prepares situations in which a feeling or idea is to be conveyed without words. These situations are placed on slips of paper b. half of the class each choses a slip of paper. c. each of the remaining students is required to respond verbally to a message. d. the class discusses the clues and their importance in communication. e. like many other skills, it is beneficial to look at

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Develop communication skills

Code: ET17 - cont'.

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 5. communicate with individual or object.	communication skills separately, but it is most beneficial if the student learns these in an integrated manner. 5. Teacher passes a short story (one or two paragraphs) to one student. He will read it, then give back to teacher. This student will relay story to next student, second student to third, etc., until all students have heard the story. Last student will relate story out loud to see whether communication process was successful, i.e. whether story changed. This is fun and also enables students to communicate ideas.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Dress and groom appropriately for interview

Code: ET18 - ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify appropriate clothing to be worn during an interview according to: a. appearance b. neatness c. cleanliness d. function e. tradition. 2. identify and use proper grooming techniques based on: a. appearance b. established standards c. tradition d. problem areas e. problem solutions

Instructional Methods

Note: The application of appropriate grooming and dress to a variety of activities can be emphasized during the instruction throughout the entire course. Dressing patterns may be learned over a period of time by following the example of an appropriately dressed instructor:

1. discuss various types of clothing worn by employees including examples from each entry occupation within a given cluster.
2. analyze by observing photographs, the reasons for wearing special clothing.
3. encourage each student to wear appropriate clothing daily, and to make a complete clothing list from cap to shoes including representative costs for a chosen occupation.
4. invite a guest speaker from an appropriate occupation to discuss clothing to be worn during an interview. Have three students dress for interview so that guest speaker can evaluate if they are dressed properly.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,B,E,I NUMBERS E3 APPLICATION I PHYSICAL	Magazine clippings Newspaper ads Mail order catalogs Guest speakers "Personal Grooming" "Charm for Miss Teen" (diet, posture exercise, pg.1-17) (skin, p.18-24; make-up,pg.25-33) (poist, p.1-7) "ABC's of Getting and Keeping a Job" Part 7	13 15 15 20 12,14 14 5	 15 11 1

EMPLOYMENT TASKS

Code: ET18-____ TASK: Dress and groom appropriately for interview

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Language and terminology will need to be developed for specific occupations.	A thorough understanding of sizes of wearing apparel and commonly used grooming aids will need to be identified relative to specific occupational expectations.

Suggestions:

- Basic information for cooperative teaching will vary with students.

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Use the telephone

Code: ET19- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate telephone numbers: a. telephone directory b. directory assistance. 2. dial desired telephone numbers: a. local b. long distance. 3. communicate accurately: a. identity yourself b. explain reason for calling c. use proper prefixes (i.e. Mr., Mrs., Miss, Dr.) d. write down questions before calling e. wait for complete answers before interrupting f. thank person for information provided.	• Students view film on telephone manners. • Teacher discusses and demonstrates telephone procedures. • Teacher distributes 6-8 telephone books to the class and divides class into small groups: a. list distinguishing factors about the book (i.e. there are pages of various colors). b. discuss what these distinguishing factors mean and the types of organization found in the telephone book. c. ask each student to find his own listing or a friend's in the telephone book. d. assign each student numbers to find covering outlying districts and the yellow pages. • Students have hand-on simulated experiences: a. obtain mock or real phones. b. each student makes a call and is critiques by classmates. c. each student receives a call and is critiqued by classmates. d. an opportunity practice is given to all students. e. textbook assignments can be used for reinforcement.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,7,9 NUMBERS B 2 APPLICATION C 5,6,9 PHYSICAL	"Telephone Manners"	7,8,9	20
	Teletrainer Simulation Unit	1	16
	Telephone books	1	
	Vocational English Book 2	13	13
	"How to Lose Your Best Customer Without Trying"	8	16

EMPLOYMENT TASKS

Code: ET19-____ TASK: Use the telephone

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Emphasize the importance of telephone courtesy and manners.
Directories Emergency numbers Yellow page service Directory assistance Operator Area codes Dialing-local Direct dialing Long distance calls Person-to-person calls Station-to-station calls Collect calls Conference calls Telegrams Wide Area Telephone Service (WATS)	Locate names and corresponding telephone numbers in a telephone directory. Identify area code numbers from a map or listing in a telephone directory.	

Supportive Instructional Materials:

"Telephone Manners", film (see bibliography)
Collect telephone directories

EMPLOYMENT TASKS

TASK: Identify fringe benefits and policies

Code: E120-____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify insurance and retirement programs: a. hospitalization b. medical c. life d. disability e. compulsory retirement. 2. recognize company absence policies: a. personal leaves b. sick leave. 3 recognize the different pay systems: a. weekly, monthly b. overtime c. incentive d. savings plans 4. recognize advancement and promotion criteria: a. seniority b. job knowledge c. quality/quantity of work d. adequacy of training. 5. identify special benefits: a. educational opportunities b. paid vacations c. paid holidays d. recreational facilities.	• An employer's representative comes to class to discuss with students typical fringe benefits in the local area. • Students are encouraged to discuss fringe benefits and policies as they apply to employed members of their families and/or their employed friends.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,B,D6,7 NUMBERS D6,7 APPLICATION E3d,e,f PHYSICAL			

EMPLOYMENT TASKS

Code: ET20 - ____ TASK: Identify fringe benefits and policies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Suggestions will vary with the job, so one has to take a close look at the individual's needs.
Sick leave Overtime Fringe Benefit Payments Withholdings Dues Vacation	Understand working days, vacation time, allowance for sick leave, etc., over a period of time such as a month, quarter, or year.	

Supportive Instructional Materials:

Samples of benefit policies provided by companies

EMPLOYMENT TASKS

TASK: Understanding Social Security Services

Code: ET21-____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate the Social Security Services agency in the area. a. contact person b. address of agency c. agency telephone number d. service hours. 2. describe and discuss the services of the agency: a. disability benefits b. death benefits. 3. develop a plan for continued advisement from the agency.	• Teacher will direct a class discussion to determine what the Social Security Services Agency is and where it is located in the local area, using city maps and the phone book. • Guest speaker from the Social Security Services Agency will relate for the students the function and procedures of that agency. • Students view slide/sound program.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
H 3b,4	City map	17	
NUMBERS	City telephone book	1	
H 4	S.S.S. agency booklets on disability benefits	13	
APPLICATION	Guest speaker		
E 4, I	"ABC's of Getting and Keeping a Job" Part 2	5	1
PHYSICAL			

EMPLOYMENT TASKS

Code: ET21- ____ TASK: Understanding Social Security Services

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Understand the relationship between the amount of money withheld for Social Security to individual's future continued independence and security.
Social security Disability FICA deduction Withholding tax	Mathematically figure FICA deductions and withholding taxes. Understand months of the year and quarters of a year.	

Supportive Instructional Materials:

Collect current printed materials from local Social Security office.

EMPLOYMENT TASKS

TASK: Dress appropriately for work

Code: ET22 - ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify appropriate on-the-job clotning according to: a. appearance b. neatness c. cleanliness d. function e. tradition f. safety	Note: The application of appropriate dress to a variety of activities can be emphasized during the instruction throughout the entire cluster. Dressing patterns may be learned over a period of time by following the example of an appropriately dressed instructor: 1. discuss various types of clothing worn by employees including examples from each entry occupation within a given cluster. 2. analyze by observing photographs, the reasons for wearing special clothing. 3. encourage each student to wear appropriate clothing daily and to make a complete clothing list from cap to shoes including representative costs for a chosen occupation. 4. invite a guest speaker from an appropriate occupation to discuss on-the-job clothing.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Magazine clippings	13	
A,E 1,2,3	Newspaper ads	15	
NUMBERS	Mail order catalogs	15	
E 3	Guest speakers	20	
APPLICATION	"Charm for Miss Teen"	14	11
E 4			
PHYSICAL			

EMPLOYMENT TASKS

Code: ET22 - ____ TASK: Dress appropriately for work

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Develop appropriate terminology based upon student goals.	Become familiar with sizes and descriptions of appropriate wearing apparel

Suggestions:

- Emphasize the essential dress codes or established traditions in dress.
- Have sewing teacher come in to talk about "sewing for yourself." Maybe some of her students could model clothes they've made or crocheted.
- PROJECT: Have student committee arrange for class a style show of on-the-job clothing. Most retail stores will be glad to help and supply outfits. Committee members can model clothes and one can commentate.

Supportive Instructional Materials:

EMPLOYMENT TASKS

Code: ET23- ____

TASK: Completing routine first day items

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. complete employment forms: a. list names of dependents b. determine involvement in company insurance programs c. sign forms at the office d. fill out information for union or other organizations. 2. undergo physical examination. 3. arrange for purchase of needed safety equipment, uniforms, etc.	• Vocational teacher discusses the general breaking-in procedures for the specific job. • A personnel director visits class and discusses the common first day's activities for new hirees, and the general expectations of any employer for the first few days on the job. • Students view sound/slide presentation on first day activities.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE D 1-9, E 1 NUMBERS E 3 APPLICATION E 2,4, F PHYSICAL	"Getting and Keeping Your First Job"	5	2
	"ABC's of Getting and Keeping Your First Job" Part 4	5	1

EMPLOYMENT TASKS

Code: ET23- ____ TASK: Completing routine first day items

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Dependents Insurance Dues Forms Print Sign Release	Know own address, telephone number, Social Security number, etc.	• Individual jobs have different first day routines. Check local job requirements.

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Develop sensitivity to company procedures and policies

Code: ET24-____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and follow check-in and check-out procedures. 2. identify the work team hierarchy: a. supervisor b. foreman c. etc. 3. select from parking and transportation alternatives. 4. determine policies on sick leave, breaks, vacations. 5. accept safety rules and regulations.	• One of the parents who works for a local industry, hospital, or business visits class and discusses: a. check-in/check-out procedures b. the work team hierarchy c. transportation/parking alternatives d. company vacation and leave policies e. rules and regulations. • Class visits and tours a local place of employment noting and observing situations where company rules and regulations were in effect. Discussion groups are formed and the consequences and purposes of each situation are analyzed. • Students view film and illustrated materials. • Vocational instructor should attempt to simulate company procedures and policies in operation of the classroom laboratory.

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE B, E 2,3 NUMBERS E 3 APPLICATION E 1,2,3,4,5 PHYSICAL	Teacher-prepared time cards	20	
	"Working Together"	8	19
	"You and Your Job"	14	9
	"What Employers Want"	13	17

EMPLOYMENT TASKS

Code: ET24 - ____ TASK: Develop sensitivity to company procedures and policies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Local situation will vary so it is necessary to accumulate knowledges of individual company policy.
Company policy "Sticker" Request forms Release Vacation schedule Overtime Schedule		

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Develop personal necessities

Code: ET25- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. discuss and demonstrate good business knowledge by establishing: a. checking account b. savings account c. budgeting: 1) paying rent 2) dangers of installment buying 3) buying food 4) buying clothing 5) recreation 6) auto costs. 2. comprehend expenses and responsibilities of owning an automobile: a. insurance b. payments c. operating costs d. upkeep e. depreciation. 3. locate alternative forms of transportantion: a. car pools b. bus.	• Students roleplay a renting, buying, and trading situation in the classroom (renting a desk and space, buying drinks of water, pencils, paper, etc.) • Students participate in auto buying simulation game: a. first get students involved by having each student purchase from you a model car, on the installment contract (i.e. 25¢ down, 10¢ a week) or lower terms. Maximum contract determined by length. b. provide insurance for those who want it (planned accidents) for both. c. at end of unit students sell back autos at depreciated value. • Each student brings three items to trade on a permanent basis: a. before they trade, have them write the name of the item and its assessed value on a paper to be turned in to teacher

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE E,G,H,I NUMBERS G1a or 3, or 4, H1,2,4 APPLICATION PHYSICAL	"ABC's of Getting and Keeping Your First Job" Part 5	5	1

EMPLOYMENT TASKS

Code: ET25 - ____ TASK: Develop personal necessities

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Emphasize the importance of being able to handle money and maintain records.
Daily Weekly Monthly Quarterly Installment Fee Payment Budget	Become familiar with bookkeeping procedures for: savings accounts checking accounts credit cards	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Develop personal necessities

Code: ET25- cont'.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will	b. brisk trading for 20 minutes, then compare value of traded articles with original ones. (value is relative to demand; a censored Playboy taped shut will bring a high price several times over.) • Each student prepares a sample budget — money they "earn" minus expenses (car, apt., make-up, etc.).

Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

EMPLOYMENT TASKS

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

EMPLOYMENT TASKS

TASK: Understanding labor organizations

Code: ET26- ____

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the general purpose of labor unions. 2. understand terminology common to labor relations: a. negotiate b. grievance c. fringe benefit d. etc. 3. interpret the union constitution: a. membership in the union b. responsibilities of the members. 4. interpret agreement of contract: a. members rights and obligations b. how and where to find a member's fringe benefits, wage scales, grievance procedures, etc.	• Students obtain constitutions, agreements and other literature usually available from a local union office. • Local union representatives serve as resource people and speak to the class. • Class discussion. • Students review and discuss in small groups the literature obtained from labor union offices and personnel.

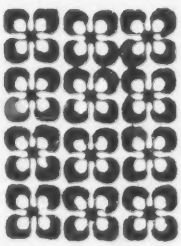
Employment-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A,B,E2,3,H NUMBERS E3, H,I APPLICATION E4,H,I PHYSICAL	Labor union literature and agreements	14	

EMPLOYMENT TASKS

Code: EI26-____ TASK: Understanding labor organizations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Dues Negotiate Grievance Fringe benefit Membership Wage scale	Discuss the relationships between union dues and wage increases and/or fringe benefits.	• Consider the different life styles one might expect if one was a union member or an independent. • Discuss relationships involving both labor and management.

Supportive Instructional Materials:



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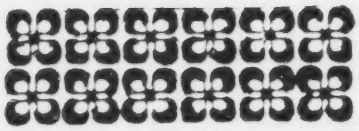
EMPLOYMENT TASK MODULES

Bib. Ref. No.	Company Name/Address	Title
1.	Eye Gate House 146-01 Archer Avenue Jamaica, NY 11435	"ABC's of Getting and Keeping a Job" Parts 1-7
2.	Guidance Associates Harcourt, Brace, and Jovanovich Pleasantville, NY 10570	"Preparing for the World of Work" "Getting and Keeping Your First Job"
3.	Available through most Local or Regional Instructional Media Centers	"Opportunities in Clerical Work"
4.	Education Enrichment Materials 83 East Avenue Norwalk, Conn. 06851	"Busy Office, Busy People"
5.	Journal Films 909 West Diversey Parkway Chicago, Illinois 60614	"Business Office-Making Things Happen"
6.	National Cash Register Company Dayton, Ohio 45429	Personnel Test
7.	General Motors Corporation Public Relations Staff General Motors Building Detroit, Michigan 48202	"Can I Get a Job?"
8.	Superintendent of Documents U.S. Government Printing Office Washington, D.C.	Occupational Outlook Handbook 1972-73 Dictionary of Occupational Titles, Volume I and II Occupational Outlook Quarterly
9.	South-Western Publishing Co. 5101 Madison Avenue Cincinnati, Ohio 45227	"You and Your Job"
10.	Riverside Kiwanis Club Saginaw, Michigan	"Your First Job"
11.	Gregg Division McGraw-Hill Book Company New York, N.Y.	Business Correspondence/30 "Charm for Miss Teen"

12.	Three M 2501 Hudson Road St. Paul, Minnesota 55119	"Written Communication"
13.	Globe Book Company 175 Fifth Avenue New York, NY	Vocational English Book 2 Vocational English Book 3
14.	Ms. Cherie Dishaw Career Opportunities Center 2102 Weiss Street Saginaw, Michigan 48602	"Tinker Toy" communication ga Human Bingo game Cooperation Game
15.	Proctor and Gamble P.O. Box 599 Cincinnati, Ohio 45201	"Personal Grooming"
16.	Michigan Bell Telephone Company contact local or regional office for ordering information	Teletrainer Simulation Unit "How to Lose Your Best Custom Without Trying"
17.	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	"What Employers Want"
18.	Churchill Films 662 N. Robertson Blvd. Los Angeles,CA 90069	"Job Interview - 3 Young Men" "Job Interview - 3 Young Wom
19.	Encyclopedia Britannica Educational Corporation 1822 Pickwick Avenue Glenville, Illinois 60025	"Working Together"
20.	National Educational Media, Inc. 15250 Ventura Boulevard Sherman Oaks, Calif 91403	"Telephone Manners"



APPENDIX

INSTRUCTIONAL MATERIALS CODE

MEDIA CODE/INDEX

Code	Media	Probable Learning Sensations					
		Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography.

EMPLOYMENT-RELATED COMPETENCIES

The success of an employee is closely related to his ability to perform these employment-related competencies. However, too frequently he had to learn these competencies through unstructured experiences. Employers almost always stress the point that their employees seldom lose their job because they cannot perform the skill, but more frequently because they cannot respond adequately to employment-related activities such as 1) maintaining good human relationship; 2) understanding the function of the labor unions; 3) communicating effectively with co-workers and other "across-the-board" competencies.

An attempt has been made to identify and list these needs. As with most attempts to categorize information it is not as neat and clean as one would hope to have it. These competencies can frequently be classified as basic and/or employment related competencies. Keeping this tendency in mind, consider the following items: Job Preparation — Before an individual can perform to his highest level of competency, he must have some understanding of the following:

These Employment-Related Competencies were developed to recognize those competencies an individual student would need, in addition to task skills, to more nearly fulfill the requirements for an individual in society. Written in these terms it sometimes seems irrelevant to the task sheets. When this occurs try to identify the level of proficiency the job being studied would require. In other words, project the need for this competency into the society in which the family is living and/or the student will be living.

A. SELF

1. Interests
2. Attitudes
3. Abilities

B. AWARENESS OF JOB OPPORTUNITIES

1. Friends
2. Window signs
3. Bulletin boards
4. Want ads
5. Job placement companies
6. State employment agency

C. JOB APPLICATION

1. Personal
   a. learn proper approach
2. Written
   a. ask about requirements of job
   b. inquire about training necessary
   c. salary schedule
3. References
   a. character
   b. credit
   c. work experience

D. IDENTIFYING INFORMATION

1. Personal data card
   a. name
   b. age-birthday
   c. address
   d. telephone number
   e. social security number
   f. height
   g. weight
   h. clothing sizes (uniform)
2. Birth certificate
3. Physical record
4. Draft card (if appropriate)
5. Driver's license (if appropriate)
6. Union membership (if appropriate)
7. Insurance (if appropriate)
8. Medical tags
9. Any other pertinent information to individual

E. SOCIAL RESPONSIBILITIES

1. Proper clothing for job
   a. neat
   b. clean
   c. appropriate
2. Work habits
   a. concern for safety
   b. punctual
   c. honest
   d. dependable
   e. responsible
3. Time schedule of job
   a. respect working hours
   b. adhere to meal time schedule
   c. stay within limits of coffee break
   d. follow procedures for sick leave
   e. plan ahead for vacations
   f. schedule time to benefit from training programs
4. Social skills
   a. adjustment to co-workers
   b. pride in total product
   c. peer communication
   d. time management
   e. use of material and supplies
5. Maintain good physical and mental health

F. COMMUNICATION SKILLS

1. Verbal communication
2. "Hands-on" experiences
3. Sound cues
4. Color cues
5. Signals or signs
6. Functional word cues

G. MODES AND IMPLICATIONS OF TRANSPORTATION

1. Auto
   a. ownership
      - installment payments
      - principle and interest
      - cost of operation
      - insurance
      - upkeep
      - depreciation
   b. driver's license
      - physical requirement
      - training
      - procurement of license
2. Motorcycle or bicycle licenses, etc.
3. Public transportation
   a. schedule
   b. tickets
   c. transfer cost
4. Car pools
   a. responsibility to group
   b. cost
   c. schedule
   d. alternate plan
5. Concept of map
   a. from home to job
   b. floor/plant plan relative to job

H. BUSINESS KNOWLEDGES

1. Banking
   a. opening an account
   b. deposit slips
      - checking account
      - savings account
      - payroll savings
   c. withdrawals
      - checking
      - savings
2. Telephone
   a. speaking voice
   b. number sequence
   c. procedure sequence
3. Want ads - job information
   a. name of job
   b. wage
   c. qualification
   d. location
   e. employer's name
   f. time and place to apply
   g. type of application
      - personal
      - telephone
      - written
      - recommendations
4. Budgeting
   a. rent
   b. installment paying
   c. food
   d. clothing
   e. recreation

I. INDEPENDENCE

1. Moving closer to job
   a. new living facilities
   b. packing
   c. rent
   d. accessibility to services

TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
   a. read numbers and/or copy
   b. count and/or record
3. Make change (money)
4. Measure
   a. distance
   b. weights - volume - balance
   c. liquids - solids
   d. time (measurement of)
   e. degrees of circle
   f. temperature, pressure and humidity
   g. torque
   h. electricity
   i. plumb - level
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

TASK-RELATED COMPETENCIES, continued. . .

C. COMPREHENSION AND PERFORMANCE

1. Forms
   a. write
   b. file, post and/or mail
2. Match
   a. duplicate
   b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
   a. coordinate eyes and hands or fingers accurately
   b. make precise movement
   c. move fingers to manipulate objects
   d. move hands skillfully - placing and turning motion
   e. coordinate hand and foot
   f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
   a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
   b. light work, 20#, requires a significant amount of standing or walking
   c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
   d. heavy work, frequent lifting and/or carrying up to 50#
   e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
   a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
   b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
   c. reaching - extending hands and arms in any directions
   d. crawling - moving on knees or hands and feet
   e. kneeling - bend legs at knees to rest on knee or knees
   f. stooping - bend downward and forward by bending legs and spine
   g. bending - downward and forward by bending at the waist